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THE SEE AND SAY SERIES

MANUAL FOR
TEACHERS
BOOK TWO

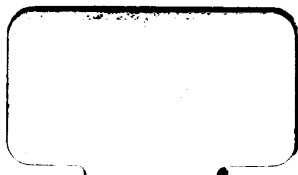


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MANUAL FOR TEACHERS

TO ACCOMPANY THE SEE AND SAY SERIES

BOOK TWO

BY

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IROQUOIS PUBLISHING COMPANY, Inc.

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**To the Teachers
who use this Book
Greeting:**

The See and Say Series has been designed to secure the mastery of the printed and spoken word. The books present, in a manner which appeals to children, the sound and its printed symbol, the letter. These sounds are taught in a reasonable order. It is made clear to the children that words are made up of different sounds, that they can be separated into their sounds, and that each sound is represented by a letter or letters.

It becomes easy, then, for the children to recognize the separate parts of the written word, to sound (or to pronounce) each part, and by this means to pronounce the word.

So far as words are phonetic, one typical word provides the key to a group of words, many or few. As soon as the child is possessed of this key he is able to recognize new words containing the familiar sound and made up of the known symbols. By this means learning to read is simplified.

Teachers have been accustomed to use phonic methods in teaching reading, but this teaching has been a part of the reading lesson and has greatly interrupted the essential process of getting the thought. Merely naming words is not reading. The sentence is intended to express the thought; the page is meant to tell a story; the word-getting should be a separate exercise.

The See and Say books are intended to provide the word-getting exercises, so that the child may rapidly become independent in reading. These books include the phonetic words of the ordinary vocabulary. In Book Two many ordinary unphonetic

words are also introduced. Any words remaining in the vocabularies of the first and second readers should be taught by sight and not entirely by sound.

All words are to some extent phonetic. If the phonic elements predominate, the words should be mastered in groups, in which the same law of pronunciation applies to each word. If they are chiefly unphonetic, they should be taught by sight. In both cases the child needs the power which the See and Say Series develops: namely, (1) attention to sounds in the order in which they occur in the spoken word; (2) the association of the letter with the sound; (3) the ability to repeat either the sounds in the order of the spoken word or the letters in the order of the printed word.

It is clear that this power of attention and this clear recognition of sounds will result in more thoughtful study of any printed page. Such word mastery is essential to reading. It is also plain that this power of recalling the letters of a word in their order should insure the ability to spell.

The series is intended to accompany any series of reading books. It is also expected to relieve the teacher; to this end a Manual has been prepared to accompany each book of the series. This Manual, with its introduction, is virtually a friendly letter to the teachers. Every teacher, as she reads, may gather from its pages the suggestion which is most useful to her, for the different teachers will have different needs. Every lesson of the children's book is presented in the Teacher's Manual. Numerous suggestions, following a definite lesson plan, are added for the help of the teacher.

The authors earnestly hope that the experience and thought which these pages express may prove helpful to the teachers and children to whom the books are sent.

THE PLAN OF THE SEE AND SAY SERIES

Book One, as the title-page explains, is a Picture Book, which, by means of its pictures and stories, presents and teaches the sounds of the letters of the alphabet, with simple lessons in word building.

Book Two and Book Three are Word Books. Book Two reviews and summarizes the lessons of Book One and introduces the long vowels, silent *e*, and a third sound of *a*, *e*, *i*, *o*, and *u*. Words increase in difficulty as well as in length. Suffixes are added and syllables considered. Book Three completes the list of sounds to be taught, and presents the difficult problem of words spelled alike and pronounced differently, or pronounced alike and spelled differently. In Book Three definite steps are taken to fix right habits in spelling and to use effectively to this end all that has been taught in Book One and Book Two.

Book Four, intended for the fourth and following grades, presents a course in word study, reviewing the facts taught in the primary books, grouping these facts to illustrate principles and rules, and definitely establishing a sound basis for spelling.

Each book of the series is accompanied by a manual for teachers, designed to relieve the overburdened teacher in the preparation of her class exercises, and to direct the work of the young teacher to the greatest advantage. These manuals are simple and direct, a straight message from teacher to teacher, saying: "I have found this to be true and good. Try it." This appeal is a genuine one, and it goes out of a broad experience which justifies the message.

THE PLAN OF BOOKS ONE AND TWO

This first book of the See and Say Series is a Picture Book. It will be used by children in the first months of their school life, after they have had a number of reading lessons from the blackboard and have begun to understand what reading means.

Before coming to school they have played with picture books. They have had a common experience. The mother with the child on her knee, holding the open book, has shown the picture. The finger of the child has pointed to the picture, and he has named the objects attracting his attention. He has mooed when he saw the picture of the cow and barked "bowwow" when he saw the dog. He has perhaps found the names below the picture. He has played with blocks and has sometimes named the crooked *s* and the round *o*.

It is an easy step, then, to the attractive pages of Book One. Here a picture is presented, to be accompanied by the story which the teacher tells. The child is interested in the picture and in the story. Every story with its picture suggests the sound of the letter which is being taught. The cow calling for her calf says *m*; the snake hissing says *s*; the baby asking to be taken up says *ũ*, etc. The child, eager and interested in the picture and the story, makes the sound over and over again, clearly and carefully, under the teacher's direction. Then he points to the letter and learns that it stands for the sound.

Beneath the story picture is the type picture, representing a word beginning with the given sound. The children recite with the teacher, "The cow says *m*, and *m* is the first sound of 'moon.'"

They find *m* in different places, making its sound whenever it is found and reciting again with the teacher the key sentence, "The cow says *m*, and *m* is the first sound of 'moon.'"

This lesson accomplishes several results:

1. The child, interested in his lesson, becomes conscious of the new sound *m*.
2. He attends to the sound, listens to it, repeats it, until it becomes a real thing to him.
3. He associates the sound with the letter *m*.
4. He associates both the sound and the letter with the type word "moon," which has for its initial sound the sound which the cow makes.

This is a clear, definite, and natural order of securing the attention of the child to the new idea, connecting the sound with the letter, and presenting the idea of an initial sound. Every new sound is taught in this order: the story, the story picture, the sound, the letter, the type word with its initial.

All lessons which do not present a new sound provide drill upon the sounds already learned. The book presents all the letters of the alphabet, with *ck*, *ch*, *sh*, *ow* (*ou*), *ng*, *ee*, *oo*, *oo*, *oy* (*oi*), *th*. In most cases only one sound of the letter is suggested. The two sounds of *s*, however, are essential, and the Manual outlines the method of dealing with them. The short sounds of the vowels are taught, but it is not yet necessary to know them as short sounds. Finally, the fact is impressed that every letter stands for a sound; that letters are combined to form the printed or written word; that sounds are combined to form a spoken word; and that a word may be separated into its sounds or built up from sounds.

This having been done, the child is ready for Book Two.

SUMMARY OF BOOK TWO

The first pages of Book Two are given up to a review of the letters and sounds taught in Book One. The story pictures are reproduced in miniature. The type pictures and type words are also presented again. This enables the children who have completed Book One before vacation to have a rapid review, and at the same time helps the newcomers who may have omitted Book One. A new vocabulary is added in connection with the review and drill.

After the review of Book One the vowels are definitely studied. It is clearly shown that every letter has both the name and the sound, and that each vowel has a name and several sounds. The vowels are workers; a vowel is needed in every word and may be found in all words. The short and long sounds are compared, and it is observed that the long sound appears in many short words ending in silent *e*. A device, the fairy with her wand, is introduced to teach the effect of the final silent *e*.

Diacritical marks are introduced to distinguish the long and short vowel sounds. Abundant drill with phonograms containing the long vowels then follows, after which are presented the combinations, *ie* and *oe*; *oa*, *ea*; *ai* and *ay*; *ar* and *all*; *er*, *ir*, *or*, and *ur*, and the various consonant blends, *bl*, *br*, etc.

The common suffixes, *ed*, *es*, *er*, *ing*, etc., are studied, with numerous words containing them. Associated with the study of phonograms is the study of syllables. Words are recognized as divided into syllables. Throughout the book constant practice in word building is provided.

At intervals, essential unphonetic words are presented, to be learned as sight words.

GENERAL SUGGESTIONS

WHY THE STUDY OF PHONICS IS NECESSARY

The study of phonics is not an end in itself. It is valuable in elementary schools, first as an aid to reading, and second as a help in spelling. If it were not for this relation to these two fundamental subjects, phonics would not find a place in the school curriculum. Its first purpose is to enable the child to pronounce words at sight. Experience has taught us that attention to one word after another, without the recognition of similarity of form and sound, leaves the child without the power to recognize a new word independently. He must wait for the help which the teacher brings. Phonics, at this point, attempts to show the value of each letter or group of letters in the word. This provides the key to pronunciation. If English were a phonetic language, this would be a simple task; but since the same letter may have several different sounds, and words which differ in form may be pronounced alike, the mastery of the form and sound of English words is not a simple matter. In spite of the difficulty, however, it is clear that the time given to the thoughtful study of phonics shortens the task of reading and leads to independent work on the part of the child.

Intelligent study of phonics also assists in spelling. The time to spell is not in the first year, when the demands of reading are dominant; but after the pupil has learned to recognize new words through phonic laws the next step is to reproduce them. He must now *remember* and *repeat* the form of words, and now he must distinguish between those which are spelled in strict accordance with sound and those which vary from the type. All

the earnestness of attention which has gone into the study of phonetics now stands the child in good stead. He hears accurately, remembers the form because he has been attentive, and compares form and sound because he has learned the typical sound of every letter. This gives the best possible basis for correct spelling. The phonic laws give the key to the pronunciation of all words which are phonetic. The power of attention, developed by study, makes it possible also for the pupil to recognize and repeat readily even the unphonetic words which he has once met and used.

It must not be forgotten that the vocabulary of reading is much larger than the vocabulary required in writing. We read the record of a varied experience, requiring a large variety of words; we write out of our own experience, using the words and phrases which belong to us as individuals. The vocabulary of spelling may therefore be definite and limited. Book Four of the See and Say Series, mastered, ought to provide adequate training for thoroughly good spelling, so far as the ordinary vocabulary of correspondence is concerned. Books One, Two, and Three lay the foundations for such knowledge and skill.

DIACRITICAL MARKS

The authors are purposely reducing the use of diacritical marks to the minimum. The chief use of such marks is to enable one who knows phonic laws to judge from the printed word which sound of the letter is indicated. Words so marked occur chiefly in the columns of the dictionary. They are most useful when one has come to the age and ability which demand the service of a dictionary. Before that time it is enough if the new sound, when it is first presented, is distinguished from other sounds of the same letter by the given diacritical mark.

These marks are sometimes used in teaching from the black-board. As a matter of fact, while the child is learning the phonic laws he is aided, not by the diacritical mark, but by the likeness of the new word to others which he has known. The word "hay," for example, may be learned in either of two ways: first, by sight, if it is the first time the sound of *ay* has been presented; or second, by analogy, because the child already knows "day," "play," etc. It is not until he is possessed of a considerable amount of experience that the diacritical mark comes to his aid. To introduce "hāy," or the word "hay" with its diacritical marks, is simply an added problem at this stage.

In the interest of simplicity and in accordance with the real experience of the children in learning to read, the diacritical marks are therefore omitted except when the type word is introduced. Teachers who desire to make greater use of these marks will find a summary at the end of each book which can serve as the basis of any amount of drill.

CLEAR SPEAKING

Clear enunciation is essential to good work in phonics, just as clear print is essential to reading. The children will not get the idea of the sound except as it is clearly spoken. The teacher should practice until she is assured that her own pronunciation is clear and correct. No slipshod, careless, slovenly pronunciation should be tolerated in the schoolroom. Children should be expected to speak so that they can be heard, without self-consciousness, and simply with the purpose of making others understand what they wish to say to them.

This perhaps will suffice if the class is rightly trained. Instead of saying to Jack, "Speak louder, nobody can hear you," say: "I don't think Robert heard you. He is in the farther corner

of the room. He wants to hear all that you say. Try to make him hear you." This appeal ordinarily serves the purpose. The test of clear speaking is that others hear and understand us. This clear speaking enables the child to recognize, to remember, and to repeat the sound.

For the sake of clear enunciation conduct singing exercises, singing the sound to a scale, perhaps, with a letter prefixed, as *an, an, an ; en, en, en ; im, im, im ; ou, ou, ou ; un, un, un*. These can be repeated with the particular purpose of securing clear speaking. The teacher is advised to practice before the mirror until she is clearly conscious of the position of the mouth and other vocal organs in the making of each sound.

Reading aloud is excellent practice. Take advantage of opportunities when you are alone and recite sentences for the sake of clear articulation.

A word to those teachers who do not understand phonic laws and values. Perhaps no better initial steps can be taken than those suggested in the Children's Books of the See and Say Series. Familiarity with the books will give the key to full knowledge of phonics. From the books go to the dictionary. Every good dictionary contains in its introduction a clear analysis of the sounds which make up the words of the language.

TERMS USED

The authors have purposely retained familiar and fundamental terms, using others only when such use seemed inevitable. For example, "phonogram" is not substituted for "letter," where "letter" is perfectly plain. Letters like *m, n, t, l*, and *d* are not called phonograms. They are just letters, standing for sounds and helping to make words. In the same way, the syllable still remains a syllable and not a phonogram. If, however, the teacher

finds that she is helped to think more clearly by using the term "phonogram," she should clearly limit the term as applying to two or more associated letters representing a given sound, which may be either a word, or part of a word, or a syllable, or part of a syllable; as *or* in "or," "for," "order," "corner."

The phonogram, using the term in this sense, shortens the process of word building and word recognition. It adds to the single twenty-six letters various groups of letters having a certain sound value. Knowing the value of such a group, one does not need to pull it apart into its separate letters again. Thus, knowing the letters of the alphabet, plus the phonogram *ain*, one recognizes and pronounces "Cain," "fain," "gain," "lain," "main," "pain," "rain," "stain," "slain," "chain," etc. The word is seen as "g ain," "p ain," etc. This distinctly saves time and effort. It groups together words having a common sound or phonic element.

On the other hand, the phonogram should be used only when it is a help, not when it hinders. For example, "reign" (in which *eign* = *ān*) should be learned by sight, as a whole; and "feign" and "deign," which are unusual in a child's vocabulary, should be left until necessity for their use arises. Only the most common and therefore the most useful phonograms should be selected for emphasis. The most useful, obviously, are those which we are oftenest compelled to use. These may be useful because they are repeated in many words, or because they occur in words which are frequently used in common speech or writing. Such phonograms should be as familiar as the letters of the alphabet.

WRITING OR PRINTING

Teachers are divided in their opinions concerning the use of script and print. Many successful teachers omit print altogether

and use only script upon the blackboard, requiring the children to write from the beginning, even when "copying" from the book. The authors would use script exclusively, and teach children to do so, but they have respect for the able teachers who print with exceeding accuracy and swiftness, and in whose hands printing becomes extremely useful.

The use of the See and Say books is not limited to either group. Directions to "copy" or "write" may be interpreted according to the teacher's code and habit.

MASTERY OF THE NEW WORD

When the child is confronted by a new word in his reading lesson, the ordinary appeal is to the teacher. He expects her to pronounce the word for him.

So long as this state of mind and habit of action prevail, no progress will be made in reading. The child should be encouraged to put forth every effort to use what he already knows in deciphering a new word. The teacher should stand ready to help at the moment when other knowledge fails, but the best help that can be rendered is to stimulate him to dig out the word for himself just so far as he can.

The words which the children meet will be of three sorts. The first group includes those which they can already pronounce on account of previous phonic drill. These words we may call purely phonetic words. "Sing," "thing," "wing," etc. should be pronounced without help from the teacher. Should the children hesitate over the initial vowel, they can turn back to pages 9-16, which give the key through picture or type word. Every new word learned by means of this knowledge adds to the child's known vocabulary and also adds to his power of grappling with new words. Treat all phonetic words in this way, therefore, just so far as your children have been taught the sounds appearing in the word.

The second class of words is wholly or chiefly unphonetic words, as "tongue," "come," "was," "their." In every one of these the child will find one or more letters having their accustomed sound, but he also will find either silent letters or letters having an unaccustomed sound. At this stage he is not ready for a detailed analysis of the word and the new sign for the old

sound. His progress is hindered if we try to explain to him the unusual sound of *a* in "was," the silence of *ue* in "tongue," and the fact that *o* has the sound of short *u*. It is far better to treat these words wholly as sight words — to drill upon them with energy and enthusiasm, expecting the children to master them through the eye. Such words, if common, should be repeated over and over again until there is no danger that the children will fail to recognize them. On the other hand, if the word is only useful for the moment, as *hickory* or *dickory* in the familiar rhyme, and will not reappear in other relations, little time should be spent in drill upon it. The better use of the time is to drill chiefly upon, first, the phonetic words, and, second, the essential unphonetic words which must be learned by sight.

The third class of words is a middle class between the phonetic and unphonetic, partaking of both. "Whipped," for example (presented as a sight word in the rhyme, "I had a little pony"), might be considered as belonging to this middle class. The child who knows "whip" will probably give a shrewd guess as to the pronunciation of "whipped," for the first part of the word is wholly phonetic and familiar. The facts that the *p* is repeated, that *e* is silent, and that *d* has the sound of *t* make the word so far unphonetic. It is not yet time to enter into such complete analysis of the word, but the children may be encouraged to go as far as they can in digging out such a word. If this is done, the context will often enable the children to pronounce the word, for they will discover its essential relation to the sentence.

These are general rules, then, for mastering a new word :

1. Stimulate children to use all their present knowledge in deciphering a phonetic word.
2. Promptly name a sight word and drill vigorously upon it, exacting close attention ; if the word is unusual or not likely to be repeated in their reading, pass over it lightly.

3. Let children attempt to decipher words which are partly phonetic, since the effort is valuable and the context often reveals the complete pronunciation.

If these rules are applied to the teaching of reading, every lesson in phonics will greatly assist the lessons in reading. The teacher will know the vocabulary which the reading lesson requires and will introduce into the word list in the phonic lesson the word from the reading lesson which matches the list. For example, if the phonetic lists contain the words "wing" and "cook," and the reading lesson the sentence, "Bring the book to me," she will assuredly attach "bring" to the first group and "book" to the second. And, further, should the reading lesson call for drill upon certain groups of words, she may turn to the page in "See and Say" which provides drill on the essential phonogram or initial, and use the lesson out of order, thus tying together the phonic drill and the attempt to get the thought out of the required sentence. The vocabulary of the reading book will differ from the phonic lessons only through the introduction of nouns, adjectives, and verbs which have local color dependent upon the story. These words will all belong to one of the three classes described. There will be hardly a word in the reading lesson to which the phonic lessons do not give some clew.

The rhyme on page 106 illustrates what has been said,

A dillar, a dollar,
A ten o'clock scholar,
What makes you come so soon?
You used to come at ten o'clock,
But now you come at noon.

Let us see how these words may be classified. The article *a* is to be read with the following word, as has frequently been done in the reading lessons. "Dillar" is a wholly phonetic word

at this stage, for the children have had *d*, the phonogram *ill*, and the phonogram *ar*, which, unaccented, as it must be in "dillar" and "dollar," naturally slides into the indistinct *er*. "Dollar" naturally divides itself into "doll" (already known) and the final *ar*. "Ten" is phonetic. "O'clock" is a sight word because of the apostrophe, but is otherwise phonetic, *c*, *l*, and the phonogram *ock* being familiar. "Scholar" is at this stage a partial sight word, because *ch* has not yet been presented as having the sound of *k*. Until the ordinary sounds are absolutely fixed, it is best not to call the attention away by discussing the unusual sounds; therefore teach "scholar" as a sight word. "What" may be treated as belonging to the second or the third class. It is probably already familiar, since it appears often in the reading. The initial and the final sounds can be given after the word has been pronounced. "Makes" belongs to the large group already studied, containing the silent *e* and the long vowel; it is phonetic. "You" can be considered unphonetic at this stage; it should be taught by sight and frequently repeated. "Come" is like "what," chiefly unphonetic. The silent final *e* usually makes the preceding vowel tell its name; in the case of "come" it does not. This word is best treated as a sight word. "So" has been presented as one of a group easily analyzed. "Soon" is phonetic (see Book One). "Used" will probably be deciphered by the children. "To" has a sound of *o* not yet presented; it should be taught as a sight word. "At," "but," "now," and "noon" are phonetic.

Since the child in naming each word has the help of both the phonics and the position of the word in the rhyme, we realize that he ought to be able at this period to dig out for himself most of the words in the rhyme. The more he helps himself the faster he will learn. His work should be an eager and joyful work, however. Its success will depend upon the enthusiasm of the teacher.

KEY SENTENCES

(These sentences have been learned in connection with the pictures presenting the sounds of the letters in Book One. *Wh* alone is first presented in Book Two.)

- A When baby wants an apple he says *a*, and *a* is the first sound of "apple."
- B Water bubbling out of a bottle says *b*, and *b* is the first sound of "ball."
- C When the pop corn sticks in the boy's throat he says *c*, and *c* is the first sound of "cat." (The sound of *c*, hard, is first taught with *k*.)
- D The doves say *d*, and *d* is the first sound of "doll."
- E The big round saw says *e*, and *e* is the first sound of "egg."
- F The cross cat says *f*, and *f* is the first sound of "flag."
- G The frog says *g*, and *g* is the first sound of "girl."
- H The tired dog says *h*, and *h* is the first sound of "hat."
- I The little pig says *i*, and *i* is the first sound of "ink."
- J The motor boat says *j*, and *j* is the first sound of "jam."
- K When the pop corn sticks in the boy's throat he says *k*, and *k* is the first sound of "kite." (Taught with *c* and *ck*.)
- L The telegraph wires say *l*, and *l* is the first sound of "lily."
- M The cow says *m*, and *m* is the first sound of "moon."
- N The calf says *n*, and *n* is the first sound of "nest."
- O When baby sees the hot lamp she says *o*, and *o* is the first sound of "orange."
- P The tugboat says *p*, and *p* is the first sound of "pig."
- Qu When the ducks begin to talk they say *qu*, *qu* (whisper it), and *qu* is the first sound of "queen."
- R The dog says *r*, and *r* is the first sound of "rat."
- S The snake says *s*, and *s* is the first sound of "swan."
- T The watch says *t*, and *t* is the first sound of "top."

- U When baby wants to be taken up she says *u*, and *u* is the first sound of "umbrella."
- V The electric car says *v*, and *v* is the first sound of "vase."
- W The wind says *w*, and *w* is the first sound of "wing."
- X While the engine waits for you to get on the train it says (*ks*)*x*, and *x* is the last sound of "fox."
- Y When the scissors are being sharpened they say *y*, and *y* is the first sound of "yard."
- Z The bee says *z*, and *z* is the first sound of "zebra."
- CH The engine when it goes says *ch*, and *ch* is the first sound of "church."
- SH Mother says *sh* when baby is asleep, and *sh* is the first sound of "shell."
- CK Has the sound of *k*; it is the last sound of "clock."
- EE The little mice in the trap say *ee*, and *ee* is the first sound of "eel."
- NG The bell says *ng*, and *ng* is the last sound of "gong."
- OO When we feel cold we say *oo*, and *oo* is in the word "spoon."
- OY The oyster man says *oy*, and *oy* is the first sound of "oyster."
- OI Has the same sound as *oy*.
- OW When hurt we say *ow*, and *ow* is the first sound of "owl."
- OU Sometimes has the same sound as *ow*.
- TH The goose says *th*, and *th* is the first sound of "thimble."
- WH When Kate blows the dandelion she says *wh*, and *wh* is the first sound of "whip." (Book Two, p. 40.)

The sound suggested by the story picture can never be an accurate sound. It suggests that sound, by the aid of the story, just as the song of the red-winged blackbird is translated by the poet Lowell into *okalēē*. The exact and accurate sound is the initial sound of the given type word. The attractive and interesting path to the sound of the letter is by way of the story and the picture, and a brief experience will convince any one making the test that the pupil surely "arrives" by this path.

LESSON PLANS AND SUGGESTIONS FOR TEACHING

NOTE. Teachers who use Book Two should be perfectly familiar with the contents of Book One and its Manual. Children who follow the entire series will take, step by step, all that is necessary for the mastery of a complete vocabulary, both for reading and for spelling. Book One has taught the letters of the alphabet, with the sound of each letter, by means of a story and a story picture. The letter and the sound have been associated with a type word whose initial was the letter and whose initial sound was the sound of the letter. This series provides a type word for every sound which occurs in the child's vocabulary.

Should it happen that the teacher is herself unfamiliar with the principles of phonics, she should obtain an elementary knowledge of these principles by studying Book One and its Manual, before attempting to teach the lessons provided in Book Two.

PAGES 10-16

I. AIM OF THE LESSONS.

Review of sounds and letters which were presented in Book One.

II. SUGGESTIONS FOR TEACHING.

Page 10 speaks for itself. It presents a group of school children and should prove of much interest to the children who are now using the book for the first time. Talk about the picture; name the children; discuss what they are doing; then proceed to the study of page 11. "We, too, like the children in the picture, are to study our book and see what it has to tell us."

The children may become very enthusiastic over the use of the book, for it is to them a great step in advance. Little children often complain that they are kept playing with blocks when others of the same age are taught to use a book. Pride in the mastery of the book lesson is a note of progress, and the teacher should take advantage of this natural ambition to add enthusiasm to the lesson which the children are to learn.

The story pictures from Book One are reproduced in miniature. With each story picture should be associated the *key sentence*, which recalls the sound of the letter or phonogram. This letter is the initial of the type word ; its sound is the first sound of the type word.

The review may be very rapid if all the children in the class have studied Book One. It will then merely be necessary to recall the earlier lessons. If they have not studied the earlier series of lessons, these exercises will present new ideas, and each one must be introduced carefully and thoughtfully. For the stories accompanying the story pictures the teacher is referred to the Manual accompanying Book One.

A day or two should suffice for the review if the earlier study has been accomplished, but two or three weeks at least must be given to this training if the children have had no previous training in phonics.

Great pains should be taken in the pronunciation of the type word. This word, with its initial, does two things for the children : it serves as a key to the sound, or as a reminder ; it also makes the child familiar with the fact that a word may be divided into its separate sounds. The initial sound is the easiest part of the word to master ; it has therefore been used for the series of type words whenever possible. Some letters and combinations, as *ck*, *x*, etc., are presented only at the end of the word, since they are never used as the initial.

Throughout the term the teacher should frequently return to these pages (11-16), using them for rapid drill. Children may be asked to tell the stories belonging to the story picture; to give the key sentence and to point to the type word; to name other words beginning with the required initial sound; to find type words as they are called for; to find words beginning with a given sound; to find the various letters either by name or by sound.

It should be remembered that the short sounds of the vowels are used at this stage; the long sounds will be introduced later.

The teacher should keep in mind all the qualities of voice and speech which she wishes the children to secure. Clear enunciation and accurate pronunciation are extremely important qualities of speech or oral reading. The children should not be permitted to mumble the sounds or to speak so that no one can hear. Therefore the teacher should frequently ask the class to recite from the other side of the room so as to make her hear across the room; or the class may be divided into two groups, reciting back and forth to each other, each group hearing plainly everything that is said by the other group.

Definite drill upon these pages will insure the immediate association of the story picture with the sound of the letter, and the type word with its initial sound. After a while the letter will immediately and always suggest its sound. When this stage has been reached, the pictures and type words will no longer be necessary. Until this association is immediate and complete, both pictures and type words will serve as helps or stepping stones.

Whenever, in the following lessons, a child fails to remember the sound of the letter, he should be asked to turn back to these early pages, which will give him the key to its sound. By this means he will soon be entirely able to help himself in the study of the new word.

III. SUGGESTIONS FOR THE REVIEW.

1. Let children tell story suggested by the story picture.
2. Have them point to the letter, making its sound.
3. If they can, let them name the letter.
4. Teacher names the type word; children find the letter.
5. Teacher names the letter; children give a word beginning with the letter.
6. Teacher makes the sound and children find the letter.
7. Children choose a letter, give its sound, and name a word beginning with the sound.

IV. SEAT WORK.

Children may build words with letters from letter box. Words must contain a certain sound or begin with a certain letter.

V. GAME.

Teacher says, "I am thinking of a word whose first sound is *p*. What is the word?" Or, "I am thinking of something whose name begins with *d*. Find its picture; sound its name."

PAGE 17

I. AIM OF THE LESSON.

1. To review the vowel sounds, associating them with their type words.
2. To show that all words contain a vowel.
3. To name the vowels.

This lesson should separate the vowels from the rest of the alphabet and lift them into a group by themselves. Each vowel has several sounds. We are about to study the long sound. It is therefore necessary now to distinguish the name of the letter from the sound of the letter. To that end we shall study the vowels as a group.

II. SUGGESTIONS FOR TEACHING.

"Who knows every letter on this page? Who will tell the story of the first picture? Find the word beginning with *ā*. Give the first sound of the word. Find the sawmill. What does it say when it saws the big round log? Make the sound very clearly, so that every one can hear it. Every one may make the sound. Find the letter that stands for it. Find a word beginning with the sound.

"What does the baby say when she reaches for the hot lamp? Find the letter that stands for the sound. Find the word beginning with that sound. Find the picture of the orange. Give me the first sound of 'orange.'

"What does the baby say when she wants to be taken up? Find the letter that stands for the sound. What is the first sound of 'umbrella'? Show me the umbrella.

"What does the pig say when the boy runs away with him? Find the letter that stands for the sound. What is the first sound of 'ink'? Show me the ink bottle. Show me the word 'ink.' Show me its first letter.

"Who will give me the sound of every letter on the page? Now, who can name every letter on the page? Name the first letter and give me its sound; the next letter; and the next.

"The letters on this page work harder than any other letters; they help to make nearly every word in your book, nearly every word in every book. Let us turn to another page and see if we can find any of these letters in any word. I will put on the board the letters that we are to look for, and you may give me their names: *a, e, i, o, u*.

"Now turn to page 22. Find a word and tell me which one of these letters is in it; another; now another; and another.

"Who can find a word without one of these letters? Nobody.

"I like to call all these letters workers. What letters are the workers? *A, e, i, o, u.*

"The grown-up name of these letters is *vowel*; *a, e, i, o,* and *u* are vowels. Would you like to use the grown-up name, just as the big boys and girls do? Let us name the vowels together: *a, e, i, o, u.* Find *a*; find *u*; *i.* [And so on.]"

III. SEAT WORK.

Write the vowels in a row. Then write a word for each vowel. The vowel may be the initial of the word or it may be found in the word.

IV. GAME.

Think of words beginning with the vowel sounds. Each child, in turn, gives first the word, then its initial sound, then its first letter, in this manner: "I am 'ox'; my first sound is *ō*; my first letter is *o.*" He then takes his place in the back of the room. The next child says, "I am 'ax'; my first sound is *ă*; my first letter is *a,*" and takes his place next to the first child. The game is to see how many can volunteer, give the word, sound the letter correctly, and so earn a place in the line.

PAGE 18

I. AIM OF THE LESSON.

1. To review the consonants, *m, n, t.*
2. To review the vowels.
3. To combine the vowels with these consonants, making phonograms, to be recognized as wholes.
4. To recognize words containing the phonograms.

When the alphabet has been mastered, the next important step is the recognition of typical *groups of letters* which are

constantly reappearing in words. These groups, or *phonograms*, are made up of a vowel with one or more consonants — *as, an, ing, est*. Once familiar with these phonograms, the child need not analyze them into the separate letters, for they can be recognized as wholes whenever they appear in a word. The word "best," for example, equals "b est"; "sing" equals "s ing." The child who knows the alphabet and also knows the fundamental phonograms can separate any word into a few essential parts without the labor of the complete phonic analysis. The mastery of the phonograms, then, gives a short cut to the pronunciation of the words, for it enables the reader to divide words into syllables or parts and then to pronounce the syllables or the word. Book Two presents all the simpler phonograms.

The lesson on page 18 introduces phonograms made by combining the vowels with *m, n*, and *t*. Each of these phonograms should become so familiar that the children will pronounce them immediately at sight, just as readily as they give the sounds of the separate letters of the alphabet.

After the child is able to recognize a phonogram and to *blend* a letter and a phonogram into a word, he should be taught to write from dictation. He should be trained to keen and close attention, so that he will hear correctly and will *immediately* produce the sign of the sound which he has heard. Such dictation should become a part of every lesson in phonics at the present stage. This dictation, it may be readily seen, is the beginning of written spelling. Later, it may be made the foundation of oral spelling.

II. SUGGESTIONS FOR TEACHING.

Stories frequently create new interest in the familiar pictures. Every teacher can invent her own stories. Those used in the book are merely suggestive.

"Old Madam Mooley Cow was out in the sunny pasture, eating the sweet grass and wading in the cool brook. Her baby was at home in the barnyard. Now and then old Mooley remembered the pretty brown-eyed baby. Then she would raise her head and call to it. What would she say? Make the sound again. Find the letter that stands for the sound.

"What does the baby calf say when she answers her mother? Find the letter that stands for the sound. Point to the nest; to the word 'nest.' Make the first sound of 'nest.' Find the moon; the word 'moon.' Give the first sound. Who says *m*? Who says *n*?

"When Father holds the watch to the baby's ear, what does it say? Make the sound. Find that letter on the page. Find the picture of something whose name begins with *t*. Find its name. What is its first sound?

"Name the pictures at the top of the page. Name them slowly, in two parts, like this: 'n est,' 'm oon,' 't op.'

"Who can find the vowels on the page? Yes; here they are at the bottom. Dan has found them and he may name them. Mary may name them.

"Who will give the sound of each of the vowels? Paul and Kate.

"Who will name, as fast as fast can be, all the letters at the bottom of the page? Who will give the sound of every letter in the row?

"Now let us look into the boxes under the pictures. Who can find a vowel in one of the boxes? another? another? another? Say them in order. What letter do you find beside the vowel? Sound the first two — *at*; the next; the next. Who can sound all that are in the first box — *at, et, it, ot, ut*? [Treat all three boxes in the same way.]

"Find a word having *an* in it; *en*; *in*; *un*. Find a word having *at* in it; *it*; *ot*.

"Make a word having in it *un*; *in*; *um*; *ut*. [And so on.]

"Now I will make a sound and you may put it into a word: *an* [Kate says "pan"]; *in* [Maud says "him"]; *et* [Jane says "let."]. [And so on.]"

III. PHONIC DICTATION.

a	a	e	e
an	at	en	en
man	mat	men	ten
u	i	o	e
un	it	om	et
sun	sit	Tom	met

IV. SEAT WORK.

1. Copy the phonograms from one of the boxes, making a list of words containing each phonogram.

2. Make words to rhyme with the words in the first column of the page.

3. Make with the letter boxes words containing *n*, *m*, or *t*.

V. GAMES.

1. Dramatize the cow calling for her calf. A row of children may make the fence for the pasture. Another group may make the fence for the barnyard, standing with outstretched, clasped hands, as in a ring. The cow may be in the pasture, the calf in the barnyard. The cow calls and the calf answers back.

2. Dramatize the ticking of the watch. Let some one pretend to carry the watch from one to another. Each child listens as it is held to his ear, and then gives the sound plainly.

3. Have a rhyming game, using the phonograms on page 18. Choose sides, dividing the class into halves. The children in one half name a phonogram, in turn; the children on the other side in turn promptly give a word rhyming with the phonogram. A child who fails takes his seat. Reverse the order, letting the second side name the phonograms and the first side give the rhymes.

PAGE 19

I. AIM OF THE LESSON.

1. Continued drill on the vowels.
2. Review of *f*, *l*, and *g*.
3. Making of phonograms by combining vowels with *f*, *l*, and *g*.
4. Drill on words containing these phonograms.
5. Drill on *ff* and *ll*.

II. SUGGESTIONS FOR TEACHING.

A quick drill or oral lesson may precede the book lesson. A rapid and clear recital of the alphabet in order, the quick association of the type word with its initial, the prompt suggestion of a word containing the given sound or letter — these may serve as preparatory oral drill.

The consonants to be reviewed are *f*, *l*, and *g*. They may be presented as were the consonants in the preceding lesson.

At this stage no effort should be made to teach *fl*, *bl*, and *fr* as blended sounds. The attention should be given to recognizing and distinguishing the sounds of letters rather than to combining or blending them.

"On the Fourth of July Frank's uncle gave him a big flag. Find the picture of it on the page. Find the word. Who will sound the word for me? What is its first sound?"

"There is a beautiful flower that we all love. Find its picture on the page. Find its name. What is its name? What is its first sound?

"Frank is a boy and his sister Mary is a girl. What is the first sound of 'girl'? Find the picture of the girl on the page. Find the word 'girl'; the word 'lily'; the word 'flag.'

"When Rover met the cat in the path, she was afraid of him. What did she say? *F-f-f*. Point to the letter that stands for that sound. *F*. Make the sound very clearly three times. Find words that begin with that letter. What is the first one? the next? the next?

"What is the sound that the telegraph wires make? Find a word beginning with it; another; and another.

"Listen to this sound — *g-g-g*. Who makes it? Find words beginning with it. Who will name the first one? the next? the next?

"Name the five vowels. What do you know about them? Find them on the page. Put the vowels with *f*. What do they make? *Af, ef, if, of, uf*. Put them with *l*. What do they make? With *g*.

"Run down this flight of stairs with *m*: *maf, mef, mif, mof, muf*. Run down with *t*: *taf, tef, tif, tof, tuf*. Who can run down the next flight without carrying anything: *al, el, il, ol, ul*? And the next one: *ag, eg, ig, og, ug*? Run down this last flight with *b*: 'bag,' 'beg,' 'big,' 'bog,' 'bug.' [Continue this rapid practice with the phonograms. It has all the zest of a game.]

"Sometimes we find two *f*'s together in a word. They look like twins. They have the same sound as if they were standing alone. Find a word on the page that has two *f*'s. Who will be the first to tell me the word? the next? the next? Let us see if we can sound these words.

"Sometimes two *l*'s stand together. They have the same sound as if they were standing alone. Find a word ending in *ff*; another ending in *ll*.

"Name three words on the page; another three. Show me the word that begins with *b*; with *l* [and so on]; the word that rhymes with 'hug'; with 'pig' [and so on]."

III. PHONIC DICTATION.

ag	eg	ig	log	ug
bag	beg	big	dog	bug
tag	peg	fig	fog	rug

IV. SEAT WORK.

1. Copy the words ending in *ff* and *ll*.
2. Draw the flag. Write five words to rhyme with flag.

V. GAME.

Stand five children on the floor, to represent the five vowels. Each child wears a "loket" with his vowel. Another child, *g*, passes down the line shaking hands with each of the vowels. As *g* takes hold of *a*'s hand the class say *ag*; when she takes *e*'s hand they say *eg*, and so on. Another consonant is chosen to proceed in the same way.

PAGE 20

I. AIM OF THE LESSON.

1. Review of the consonants *b*, *d*, and *p*.
2. Drill on the phonograms made by combining the vowels with *b*, *d*, and *p*.
3. Drill on these consonants and phonograms.

II. SUGGESTIONS FOR TEACHING.

(*B* and *d* are difficult to sound. They are often followed by the vowel sound represented by *uh*. See that the sound of *b* is

made with closed lips, and the sound of *d* with the tongue held in the roof of the mouth, just back of the teeth. Encourage the children to place the fingers on the lips and throat in sounding *b*, and on the throat when sounding *d*. Illustrate the position of the tongue for the sound of *d*. Guard against the "uh."

Have the children pronounce a number of words beginning with each initial, as "bottle," "bubble," "bring," "bread," or with final *b*, as "rub," "rob," "rib," "cab.")

1. Have the children find the pictures on the page, name them, and pronounce the type words beneath each picture.

2. Have them give the initial of each type word.

3. Find other words beginning with that initial.

4. Tell words not on the page beginning with the same initial.

5. Run down the steps with *b*, making the phonograms *ab*, *eb*, *ib*, *ob*, *ub*.

6. Drill in the same way with *d* and *p*.

7. Sound the word "bad," separating it into initial and phonogram. Recognize the phonogram; then build "had," "lad," "glad" by prefixing the given letters.

8. Proceed in the same way with "bed" and "kid."

"What does the water say when it bubbles out of the bottle? Give the sound very clearly — *b-b*. Hold your lips close together — *b-b*. Make the sound in the mouth. Do not say *buh*, but stop with the bubbling sound — *b-b*; then open the lips quietly. Each one of you may stand beside me as I call you, and make the sound so that I can be sure that you make it right.

"What is the letter that stands for the sound? Find it in a word. Put your finger on the word. What word have you found, Mary? What word has Tom found? What is John's word? What is Kate's word? Let us name the four words that begin with *b* — 'ball,' 'bell,' 'bit,' 'buzz.'

"Find the twin letters in one of the words; in another.

"How many of you have ever seen doves? Who has some for his very own? What do the doves say when they talk to each other? Let us make the sound very carefully — *d-d-d*. Be careful to stop when the *d* is done. We will not say *duh*, as careless children do. You may come to me one by one and let me hear the sound *d-d*. Where is the tongue when you make it? Show me your tongue as you make the sound.

"Here are the steps again. Let us go down the steps, saying the vowels as we go — *a, e, i, o, u*. What letter is taking hold of hands with the vowels on the first flight of steps? Who wants to go down the steps with these two letters? John, Mary, Kate. Mary has said the sounds so well that she may stand in front of the class and give them for all of us. Now let us all give them as well as Mary did.

"What letter goes down the steps with the vowels in the next flight of stairs? Who can pronounce these letters together? Let us say them all together — *ad, ed, id, od, ud*. [Proceed in the same way with *p*.]

"Now let us play Hide and Seek. I am hunting for a letter that is the initial of 'doll.' Who will find it? The initial of 'pig'; of 'ball'; of 'desk'; of 'bed.' Find me a word that ends in *ed*; a word that ends with *p*; another; another. Sound all the words in the first column; in the next; in the next. Point with your finger to these words as I sound them — 'b e l l'; 'd e s k.'"

III. PHONIC DICTATION.

a	i	u	o	e	a	u
ab	ib	ub	od	ed	ad	up
cab	fib	rub	shod	led	lad	cup
				fled	glad	pup

IV. SEAT WORK.

Make three flights of steps, copying the phonograms on the page. Put a consonant before each phonogram. Later the children should pronounce these syllables for the teacher.

V. GAME.

Play Hide and Seek, finding words or sounds written on different parts of the board or on page 20. Or children may form in line as fast as they can suggest a word ending with *b*, *d*, or *p*. When the line has been formed, let the children dance around the room.

PAGE 21

I. AIM OF THE LESSON.

To review the sound of *sh* and *ch*.

II. SUGGESTIONS FOR TEACHING.

"When mother wishes you to be quiet, what does she say? Look at the picture of the sleeping baby. Mother has been trying for a long while to get the tired baby to sleep. Just as she was falling asleep the sister came into the room. Mother raised her hand, put her finger to her lips, and said, *Sh!* The sister tiptoed in very quietly, taking great pains not to wake the baby.

"What did mother say? What are the letters that stand for the sound? Find them under the picture. Find them on the page. Make the sound three times. Give it gently. It is a gentle, quiet sound.

"See the picture beneath the picture of the mother and the baby? Who has ever seen a shell? Who knows where shells are found? Who can sound the word? What is the first sound? Listen to these words and tell me where you hear the *sh* sound: 'shell,' 'ship,' 'shop,' 'sheep,' 'shot,' 'shine.' Now listen

to these words: 'dish,' 'wish,' 'fish,' 'rush,' 'push.' Where was the *sh* sound?

"Let us look at the words in our book. Who can find the vowels on the page? Yes, here they stand in a tall ladder. They are taking hold of hands with *sh*. See if you can go down the ladder — *ash, esh, ish, osh, ush*. Who will go up the ladder? Let us all together run down the ladder. Now let us climb back.

"Put *h* before *ash*. What do you have? Put *m* before *esh*. Find it in your book and show it to me. Put *d* before *ish*. Put *b* before *osh*. Put *r* before *ush*. Who can find on the page *sh* at the beginning of a word? Sound the word that you find and we will tell you what it is. Who will find another? another? another? Who can pronounce all the words on the ladder, going down? Who can pronounce all the words, going up the ladder?

"Let us play that we are going away on a visit. How shall we go? On the train. Who will find the picture of the train? What does the engine say as it goes? What letters stand for the sound that the engine makes? Find the letters on the page. Find them in a word. What is the word? 'Chap.' What is the picture under the train? Who knows where there is a church? Did it look like this?

"Say the name very clearly. Listen to the sound at the beginning; the sound at the end. What makes that sound? Yes, when the train moves, the engine says *ch*, and *ch* is the first sound of 'church.'

"I can see on the page a word that ends with *ch*. Who can find it? Sound it. Let the class tell you what it is. Who will find another? Sound it. Another?

"Find me six words beginning with *ch*. Find three words ending with *ch*. Find the *hard* words in the last line. Who can sound them without any help?"

III. PHONIC DICTATION

sh	sh	sh	sh	sh
ash	osh	esh	ush	ish
mash	bosh	mesh	rush	dish

IV. SEAT WORK.

Write upon the blackboard the words "shell," "ship," "shed," "shop," "shin." Ask children to copy the words and write a rhyme for each.

V. GAMES.

1. Choose three children to dramatize the story of the sleeping baby and the little sister.

2. Choose several boys to make the moving train of cars. Let them put their arms around one another as in London Bridge. The taller boy or two taller boys together represent the engine, and they make the sound *ch* as they move. They may stop at the station to take on passengers, when, of course, the sound stops. As the train starts, the engine renews the *ch* with a great commotion.

PAGES 22 AND 23

I. AIM OF THE LESSON.

Review of vowels and phonograms already learned.

Use these two pages for review and drill. They may serve for practice in word building and in the swift recognition of short words, or for phonic dictation. They may be used in a dozen ways, according to the ingenuity of the teacher.

II. SUGGESTIONS FOR TEACHING.

"Here is a new page. We shall have fun with these words. First let us play Hide and Seek.

"Who sees boxes on the page? How many boxes in the upper row? Point to the first one; the second; the third; the fourth. Find the vowel in the first box; the second; the third. All these words have the same vowel. What letter takes hold of hands with *a* in the first box? in the second? in the third? What does *a* say with *b*? with *d*? with *g*? What are the words in *ab*? Who will name them all? Who will sound them all? What are the sounds in *ad*? Name them all. Sound them. In *ag*? Name them. Sound them. Choose a word in the first box. Close your book and tell me all the letters in the word. In the second box; in the third.

"Find a box that has another vowel. John has found the fourth box up in the corner. What is the vowel, John? What letter does it take hold of hands with? What do they say together? Name all the words in the box. Who will tell me the letters in one of the words?

"The columns of words look to me like ladders. Find a ladder with *e* at the top. Climb up the ladder, telling every word until you get up to *e*. Now see how fast you can go down the ladder.

"Now I think that each column of words is like a tall fence. Let us see who can climb over the fence. Climb up one side and down the other. Who will take the first fence? the next? the next?

"Find me a word whose vowel is *i*; *e*; *a*.

"Find me a word that rhymes with 'bag'; with 'let'; 'fed'; 'cab'; 'rob'; 'did.'

"I will name a word and you may name the rhyme to it — 'cot,' 'mill,' 'bad,' 'rub,' 'Rob.'

"Let us close the books and see who can think the sounds in the words that I give you. 'Bag.' Can any one put the word

on the board? John has done it. He sees and remembers. Who wants to put another word on the board? 'Let.'"

This is the beginning of spelling. The child is attentively observing the word and is remembering both the sounds and the letters that stand for each sound. He can easily hold his attention to the word while he repeats the letters on the board. This need not be called a spelling lesson, but it may be associated with every phonic drill.

III. PHONIC DICTATION.

a	a	u	o	u
ab	ag	ub	ot	ut
tab	rag	rub	hot	hut
stab	crag	shrub	shot	shut

IV. SEAT WORK.

1. Copy any two of the columns of words.
2. Write a column of words, extending it by making as many words as possible containing the phonogram.
3. Select words from the page and find rhymes for them.

V. GAME.

Divide the class into halves. Let them stand at opposite sides of the room, each child with open book. Number one on the first side pronounces a word from the page. Number one on the second side immediately gives a rhyme to the word. The rhyme may or may not be upon the page; it is sufficient if it rhymes. The child who fails to produce the rhyme must take his seat.

When every child in the first line has chosen and spoken his word, children on the second side call the words and those on the first side give the rhymes. Afterward let the children march in pairs once or twice around the room, the words that rhyme marching together.

PAGE 24

I. AIM OF THE LESSON.

Drill upon phonograms and practice in word building. The lesson introduces the rhyme, showing phonic words in something to be read. The picture and the rhyme give variety and stimulate interest. Further, it is well to have the children recognize words in other relations than in columns or rows.

The page is an easy one, and most children in the class will master it at sight.

II. SUGGESTIONS FOR TEACHING.

"Here is a funny picture. Who can tell me what is in it? Three queer men in a tub! Who remembers the Mother Goose rhyme? Kate may say it. Johnny may say it.

Who do you think were there?

The butcher, the baker, the candlestick maker,

And all of them gone to the fair.

I wonder who can find the baker. Yes, we know him by his queer cap. We must guess which is the butcher and which one is the candlestick maker. They have gone to sea in a tub. I wonder what will become of them.

"What does the rhyme say?"

Rub-a-dub-dub-a-dub-a-dub,

Three men in a tub-a-tub-a-tub."

If there are any children in the class who do not know the original Mother Goose rhyme, it should be recited over and over by those who are familiar with it, until the entire class can say it very distinctly. Then let them find the phrases, "Rub-a-dub-dub," "Three men in a tub," etc.

Do not worry over the indistinct *a* preceding "dub" and "tub." The reader or speaker naturally elides the *a* because it

would be very difficult to enunciate the long *a* with any reasonable rate of speech. Let the children naturally slide over the *a*, then, as in repeating the rhyme,

Rub-a-dub-dub-a-dub-a-dub,
Three men in a tub-a-tub-a-tub.

Nothing more need be said about the sound of *a*.

Use the rhyme now to review the sounds already learned. The prominent phonogram is *ub*. Let children find it wherever it occurs. Find it with *r*, with *d*, and with *t*. Let them sound each of the words. Let them find other words in the rhyme and see who will be first to sound and pronounce them all.

The columns of words on the page review the phonograms already learned. Treat them as in the reviews on pages 22 and 23.

III. PHONIC DICTATION.

ten	bag	set	tub	fish
en	ag	et	ub	ish
hen	tag	let	rub	dish

IV. SEAT WORK.

1. Copy the rhyme.
2. Build from the letter box words ending in *ub*, *ad*, or *og*.

V. GAME.

Draw a big circle in the middle of the floor. Play that it is a tub and choose three children — the butcher, the baker, and the candlestick maker — to go to sea in the tub, while the children sing:

Rub-a-dub-dub,
Three men in a tub,
And who do you think were there?
The butcher, the baker, the candlestick maker,
And all of them gone to the fair.

PAGE 25

I. AIM OF THE LESSON.

1. Drill on phonograms, reviewing the phonograms *ell, atch, ift, ing*.

2. Practice in studying the familiar words in a rhyme and in learning new words by means of the rhyme.

Children will make rapid progress if they are taught, whenever they meet new conditions, to use everything they learn. The rhyme is presented in this and other lessons, to give added drill in known words and to teach new words through their position in the rhyme. By making use of such exercises the teacher will secure added interest, variety of drill, and a mastery of new and unphonetic words. All unphonetic words should be taught as sight words (see Manual, p. 15).

II. SUGGESTIONS FOR TEACHING.

"We all like this new page. It has such a pretty picture.

"What do you see in the picture? Papa is holding the baby in his lap and is playing with her. He sits in a big easy-chair. See the flowers that cover the chair. Baby likes to have papa play with her. Who knows what he is saying? The book tells it. I am sure that somebody can read the first line. James says it — 'Ring the bell.' What is the next line? Mary says it. And the next one? Kate has it. Who knows the next one? I will tell you the first word. 'Walk.' I am sure that you can sound the next line. How many times do you find 'chin'? How many times do you find 'chopper'?

"Now let us play what papa has been playing with the baby. See, I will play it with Mary. I will pull one of her curls on her forehead. That is ringing the bell. Now I will tap on her forehead. That is knocking at the door. Now I will lift the

latch. Her nose is the latch. And now I will walk in. Her mouth is the door, and my finger walks in. Now I will lift her little round chin. You may play the game with each other and say the rhyme as you play it.

Ring the bell,
Knock at the door,
Lift up the latch,
Walk in!

Chin chopper, chin chopper chin.

"Who will be first to find the words that I call for? They are in the rhyme. 'Knock,' 'latch,' 'lift,' 'door,' 'chin,' 'bell,' 'ring,' 'walk.' Find me a word that begins with *k*; with *l*; with *b*. Find me a word that ends with this sound — *l*. What is the initial of the word. What is the last part of it? Find its last part somewhere else on the page. Put *b* before it — *s, t, w*.

"'Knock' is a queer word. Hear me sound it. *N o c k ; n o c k*. Count the sounds. Now count the letters in the word. Which letter keeps still? Yes, *k* says nothing. Sometimes *k* likes to keep still at the beginning of a word.

"Run down the line, telling me all the words that end in *l*."

Proceed in the same way with *atch, ift, ing*.

If the class is bright and ready, "walk" may be emphasized, but if the other phonograms prove enough for the lesson, pass by "walk," "chopper," and "door" without emphasis.

A little later we shall present words in which *tch* represents the sound of *ch*. The type word for this combination will be "latch." At this time, therefore, "latch" is inclosed in the box, so that it will be especially emphasized and remembered. The box will be used again to make the word emphatic as the type word when it is present on a page. It is not intended at the present stage to analyze the word into its separate sounds, but to teach it as a sight word.

III. PHONIC DICTATION.

ing	bell
ring	ell
bring	shell
sing	well

Take apart a familiar word, like "bell"; then use the phonogram as the *core* of new words. This should be frequently done in dictation, as above.

IV. SEAT WORK.

1. Copy with letters from the letter box the first two lines of the rhyme.
2. Write the four words ending in *ell*.
3. Copy the first four lines of the rhyme.

V. GAME.

Children march around the room in pairs.

Pairs are chosen in this way: One child raises his hand and names some word on page 25. Another immediately stands and names a rhyme to his word. The two stand in line, ready to march. The next pair is made up in the same way, and so on. While marching, the children may sing the rhyme on the first five notes of the scale, singing the first line to tone one, the second to tone two, and so on.

PAGE 26

I. AIM OF THE LESSON.

Review of the two sounds of *s* and practice in speaking and distinguishing them.

In Book One the children have observed that *s* at the end of a word often has the sound of *z*. They have particularly noted this in the plural of nouns and in the first person singular of the

verb, although these terms have not been used. Present the idea clearly again, because it may have faded during vacation, or there may be children in the class who have not had the necessary drill. Tell the story associated with the picture as in the Manual of Book One.

No mark has been used to distinguish the two sounds of *s*. It is now introduced. Earnest attention to the sound of the word must be secured before the mark is mentioned. The teacher will understand that the *z* sound is for the sake of euphony and is used only when the hissing sound would be difficult to make after the preceding consonant. "Taps" is natural; "tapz" is quite impossible. "Sudz" is natural; "suds," with the final hissing sound, can hardly be spoken. It is not necessary for the children at this stage to understand which consonants are followed by the *z* sound; they will naturally use the correct final sound, because the other would be impossible. Emphasizing the difference will, however, sharpen their attention, and will prevent them from inserting the *z* when they write words in which *s* has the *z* sound. The distinction is for spelling rather than for reading. Initial *s* almost invariably has the hissing sound, while final *s* may have either sound. *Ss* always has the hissing sound.

II. SUGGESTIONS FOR TEACHING.

"Have you ever seen the blacksmith put a red-hot horseshoe into the water to cool it? What sound did it make? Yes, it was the hissing sound. What do you see in the picture on the page? Who has ever seen a snake? What noise does it make? A soft, hissing noise. Let us make it — *s-s*. What is the first sound of 'snake'? What letter stands for this sound?"

"Who remembers the key sentence? 'The snake says *s*, and *s* is the first sound of "swan."' How many swans have we here?"

What is the word in the picture? Let us say it very plainly, listening as we speak it — 'swans.' Now say it again, listening to the *first* sound. Say it again, listening to the *last* sound. Are they alike or different? The first sound is the hissing sound. What sound do you hear at the end? Yes, it is the buzzing sound. What other letter makes the buzzing sound? *S* has two sounds; sometimes it hisses and sometimes it buzzes. At the end of the word we sometimes find the buzzing sound. Who will find me a word on the page beginning with *s*? Listen to the first sound. Mary finds 'sell'; Kate finds 'sat.' [And so on.] What is the first sound of 'sat'? Is it the hissing or the buzzing sound? Of 'Sam'? of 'stand'? Now let us read the words in the third row — 'mats,' 'sits,' 'taps,' 'hats,' 'sods.' Do you find any buzzing *s* in any of these words? Yes, in 'sods.' In all the other words it hisses.

"Here is the mark that the buzzing *s* may wear. It is not a cap. It is like a shoe or a skate. Mary may make it. Kate may make it.

Find the little word that wears this mark, or shoe. Sound the word 'is.' This word is put in a box, to help you to remember it. In 'is' *s* has the buzzing sound.

"Who will tell me the word under 'mats'? under 'sets'? under 'naps'? Let us sound all the words on the page. Find a word that you wish to sound.

"What other letter gives us the buzzing sound? Find a word ending with this letter. What is the word? 'Buzz.' How many *z*'s do you find in 'buzz'? Two *z*'s sound just like one *z* — 'buzz.' Two *s*'s sound like one *s* — 'kiss.' Say the word again and listen to the sound at the end. Find the last word on the page — 'bugs.' Listen to the sound at the end. What letter makes it? Find a word that rhymes with 'bugs.' Find a word that rhymes with 'bags.'

"Let us play that the last line of the page is a road. Let me see who can run fast along this road, giving every phonogram as he runs? Who will name the vowel in each phonogram?"

"Shut the book and see if you can see the words that I pronounce. 'Taps.' Who will put it on the board? 'Sun.' Kate may put it on the board. 'Sits.' John may put it on the board. What sound does *s* have in 'sits'? Here is a hard word to write. Who wants to put it on the board? 'Eggs.' Mark the *s*. Here is one which begins with a capital — 'Sam.' Write it on the board.

"Who can make a word ending with *at*? *et*? *it*? [And so on throughout the list of phonograms.]"

III. PHONIC DICTATION.

a	a	a	a	e
ap	ap	at	ag	et
sap.	rap	hat	bag	let
saps	raps	hats	bags	lets

IV. SEAT WORK.

1. Draw the swans.
2. Draw the snake.
3. Build with letters from the letter box five words chosen from the page.
4. Build five words that end with the buzzing sound.
5. Build five words that end with the hissing sound.
6. Copy a row of words from the page.

V. GAME.

Dramatize the snake in the grass. Children are walking through the field, when all at once some one sees a snake. The snake may be a boy hidden behind the desk, which the children pretend is a bush. As the boy who represents the snake sees the

children he raises his head and with the hand makes a twisted motion to represent the coil of the snake. The snake hisses and the children run away, saying, "I have seen a snake! He said, *s-s-s.*" Act surprise and interest, but *not* fear.

Other children may play that they are swans swimming on the lake. A group of children walk along to the lake, find the swans, and run back to tell the teacher that they have seen swans swimming in the lake.

Be careful of the enunciation in both games.

PAGE 27

I. AIM OF THE LESSON.

Review of the sound *g* connected with the vowel sounds and forming the phonograms *ag*, *eg*, *ig*, *og*, *ug*.

II. SUGGESTIONS FOR TEACHING.

"We all love this picture, for it has something in it which is very dear to us. Who knows what it is? The boys think first. It is a flag. Every boy is proud to carry it. What do you do when you see the flag? Yes; hats off. Let us all salute the flag.

"Where are these children who have the flag? Find the little schoolhouse. Find the stone wall near the schoolhouse. Who holds the flag? What shall we call her? What shall we call the little girl beside her? I will name the boy 'Frank.' Who wants to name the boy who is running to join the other children? Yes, we will call him 'Jack.' Who will name the girls? The wind is blowing and shows all the pretty colors of the flag.

"Who will find the word 'flag'? Who will sound it? Find it beside the picture. Take away the *f*. What do you have? Take away the *l*. What do you have? Who will sound the words at the left of the picture?

"Find flag again on the page. Read the two lines below the picture.

"Find the last two letters in 'flag.' Mary may put them on the board. Find them again in your book. I will read all the words ending with *og*. Find *g* with *e* before it. Sound it. Read the words beneath it. Find *g* with *i* before it. Sound it. Name the words under it. [And so on with *og* and *ug*.]

"Find a word ending in *s*. What sound has *s* in the word? How would you mark it? Find another; another. Find a word with twin letters; another word with twin letters."

Drill carefully on the *g* sound. Have the children put their hands on each side of the neck, the thumbs in front, and note the movement of the throat as they say *g-g-g*. Take pains to prevent the explosive *uh* after the *g*. Let the sound stop with the guttural in the throat.

III. PHONIC DICTATION.

Words ending in *ag*, *eg*, *ig*, *og*, *ug*.

Ask the children to write the words, which you dictate, in the air with the finger or upon the desk in the same way. Ask them to close their eyes and think the word. Then let some one write it on the board, the class telling whether the word is written correctly.

IV. SEAT WORK.

1. Draw the flag.
2. Copy the two lines under the picture.
3. Copy from the board these lines:

Hats off!

Hats off!

The flag is passing by.

Hats off!

V. GAME.

Select four or five boys to stand in a group, with their hats on, as if they were meeting on their way to school. Other children march as soldiers, carrying the flag. The class sings a marching song. As the soldiers pass the group every boy takes off his hat and stands as if saluting the flag.

PAGE 28

I. AIM OF THE LESSON.

Review of *c*, *k*, and *ck*, with drill on the phonograms *ack*, *eck*, *ick*, *ock*, *uck*.

One of the difficult problems in phonics is that the same sound is often presented by different symbols. The child will readily give the sound of *c*, *k*, and *ck*, but in writing will not repeat the letters in their right places even in familiar words. The problem, then, after recognizing the sound of the letter, is to select the right letter in repeating or spelling the word. Such cases require careful attention and repeated drill.

The teacher will remember that, for the final sound of *k* ending with a word or a syllable, *ck* is used in nearly all English words. The phonograms in to-day's lesson are chiefly used in final syllables or in monosyllables. *Ck* is never used for the *initial* sound.

II. SUGGESTIONS FOR TEACHING.

"Study the picture. The children are popping corn over the open fire. Jack cannot wait until the pan is full, but begins eating while Nell holds the popper. A piece of the corn lodges in his throat, and he tries to get it out by coughing. *K-k-k*, he says. Poor Jack! He is very uncomfortable. Nell looks worried as she watches him, and Jack looks scared.

"Let us all make the sound that Jack made when the corn was in his throat — *k-k-k*.

"There are two letters that make this sound. Who knows what they are? Yes. What letter makes it at the beginning of 'kick'? of 'kiss'? Where do you hear the sound in 'lock'? What letters make it in 'clock'? What letter makes the sound at the beginning? What letters make it at the end?

"Close your eyes while I sound this word — 'can.' Who can see the letter at the beginning of the word? Tell me what it is.

"Now close your eyes again and listen while I sound this word — 'kiss.' What letter is at the beginning of it? Everybody was right. That was because you thought so carefully and listened so well. Now close your eyes again and listen. Try to see the word that I sound — 'kick.' What is the first letter? the next? Now keep your eyes closed and tell me all the letters in the words that I sound — 'lock,' 'kick,' 'clock,' 'can.'

"You have done it so well with your eyes closed that I am going to let you write the words on the board.

[This listening and visualizing the word lead to keen attention and a retentive memory of the form of the word. Repeat such drill over and over and over again.]

"Who will find on the page the picture of something whose initial is *c*? whose initial is *k*? whose last letters are *ck*? Who will sound for me 'cat,' 'kite,' 'clock'?

"Now find the letters that I sound — *ack, eck, ick, ock, uck*. Let *s* take hold of hands with *ick*. What have you? Find it on the page. [And so on.]"

III. PHONIC DICTATION.

1. Continue the drill on initial *c*, *k*, and *ck*, using only words on the page.

2. Dictate the second column.

IV. SEAT WORK.

1. Write ten words that end with *ck*.
2. Write five words that begin with *c*; three that begin with *k*.

V. GAME.

Dramatize the corn popping and Jack's trouble with his throat. When Jack coughs to expel the corn, the children echo the sound very softly.

PAGE 29

I. AIM OF THE LESSON.

Drill on the sound of *c*, *k*, and *ck* by the use of the rhyme.

As previously, the rhyme is introduced to add interest, and also to develop new words. Deal lightly with "Hickory Dickory," although the words will be easily recognized. Make much of the words ending with *ck*. Find the *ck* in "Hickory Dickory." Recognize by sight "mouse" and "one" without attempting to sound the words. The other words of the rhyme may easily be sounded if necessary.

II. SUGGESTIONS FOR TEACHING.

Talk about the picture—the tall old-fashioned clock, the frightened mouse running away from it, the children with their various expressions watching the mouse, and the initial and final sounds of "clock."

Have some one recite the rhyme and others read it. Then find various words, recognizing them both by sound and by position. Have the children show the words for which you call. Have them find at the bottom of the page the words which are in the rhyme. Sound "tick tock." Give words to rhyme with the various words called for.

III. PHONIC DICTATION.

dock	ran	clock
ock	an	lock
rock	fan	ock
	can	sock
	tan	socks

IV. SEAT WORK.

1. Copy the first two lines of the rhyme.
2. Make a column of words to rhyme with "up"; with "ran."
3. Draw a picture of a tall clock, with the mouse running away from it.

V. GAME.

Play Mouse and the Clock. A tall boy may be the tall clock; a small child may be the mouse creeping toward the clock. When it strikes one, swinging its pendulum (the arm), the frightened mouse runs away. Then the children recite the rhyme.

PAGE 30

I. AIM OF THE LESSON.

Drill on the sound of *ng* and the phonograms *ing*, *ong*, *ung*.

The sound of *ng* is not the blended sounds of the two letters *n* and *g*. It has a sound of its own.

Attempt to sound *n* and *g* separately. Note the position of the tongue in each case. Then pronounce *ng* and note the position. The combination is halfway between the two.

This may be made a very musical sound. Give it several times, using each time a different pitch. The bell sound will be clearly recognized then.

II. SUGGESTIONS FOR TEACHING.

If possible, have a large hand bell with a clapper. Ring it and let the class listen for the final sound. Strike a small bell with a lead pencil. Listen to the last sound. In teaching the sound of *ng* try to reproduce the last sound of the bell. This is clearly heard after the stroke of the church bell or the fire bell.

"Listen to my bell. Be very quiet while I ring it, and listen until it is perfectly still. Who has ever heard a big bell ring? Make the sound of the big bell. Who has ever heard the fire bells? the church bells? *Ng-ng*. The telephone bell? Which bell do you like best? Put your hands upon your throat as you say *Ng-ng-ng*. What letters stand for this sound? Find the letters that stand for this sound. Find them on the page. Find the picture of the big church bell. Find the picture of the school gong. Find the picture of the telephone bell. One of the bells says 'Ting-a-ling-ling.' See if you can find it on the page. Which bell says it? One of the bells says 'Ding-dong; ding-dong' very slowly. Which bell is that? Find the picture. Find the words beside the picture.

"Find the letters that stand for the sound *ng*. Put *i* before them. Put *r* before *ing*. What do you have?

"[Write "bring" on the board.] Who can tell me this word? I am covering the first letter. What is left? Now I am covering two letters. What is left? Now all but the last two letters. What are left?

"What letters do you find in all the words in this column? Run down the column, speaking every word very plainly as you run.

"What letter stands beside *ng* in this first column? What letter stands beside it in the next column? What is the sound

of that letter? Let us see if we can name all the words in the column. [Proceed in the same way with the third column.]

"Who will read what the telephone says? Stand beside me and show me every word as you read it.

"Find the picture of the school gong. Find the word 'gong.' Find me a word that rhymes with it. Find 'gong' again for me and another word that rhymes with it. ["Gong" is the type word for the sound *ng*. See key sentence.]

"Read the two words under 'gong.' Find me the word that stands for one song; for more than one song. What letter shows us this? What is the sound of the letter here?

"The Indians tie their captives with thongs. Find 'thong' on the page for me. The schoolhouses have big gongs. Find 'gong' for me. Sound the word. What is the sound at the end?

"Look at the last picture on the page. What do you see in it? Why are the children looking into the well? What do they think they will find there? Who can read the rhyme? Is there any word in the rhyme that you do not know? Who can tell me what it is? Let us recite the rhyme together. Let us see who will be the first to find these words for me — 'who,' 'bell,' 'well,' 'Green,' 'in,' 'put,' 'is,' 'Jack,' 'her.' [The rhyme is purposely changed to meet the phonic knowledge of the children.]

"Think of a word that rhymes with 'in'; with 'cat.' Who will be the first to find me the word 'little'?

"What is the bell sound? *Ng*. What letters stand for it?"

III. PHONIC DICTATION.

"Close your eyes and think while I speak these words: 'ring,' 'sing,' 'bring,' 'wing.' What letters are in every one of these words? Are they at the beginning or at the end of the word? Who can see 'ring' with his eyes shut? Who will put it on the

board? Mary may put it on the board and Jack may name the letters in it. Now close your eyes again. Who can see 'song' with his eyes shut? Who will put it on the board? Kate may put it on the board and Paul may name the letters."

Dictate the words in the columns at the top of the page.

IV. SEAT WORK.

1. Draw a picture of the bell.
2. Draw a picture of the school gong.
3. Build with letters the words in the first two columns, or the telephone sound "ting-a-ling-ling."
4. Copy the rhyme.

V. GAME.

Play fire drill. Let several children stand in a group and give the fire signal. Let us suppose that the number is 431. They say *ng* very clearly, at a given pitch, four times — pause; three times — pause; once — pause. Children in the seats stand when the signal is ended, march quickly to some appointed place, and then march back again. Different groups may be chosen and the exercise repeated several times.

PAGE 31

I. AIM OF THE LESSON.

Drill upon *ng*, particularly upon the phonogram *ing*, which so frequently occurs as a suffix.

II. SUGGESTIONS FOR TEACHING.

Ng occurs very often in familiar words, particularly in the verb forms which end in *ing*. Children may review the sound best in this essential phonogram.

"Here is a picture that makes us think of good times. What time of year is it? How do you know? Whom do you see in the picture? What a good time they are having! What is the horse's name? He looks as if he liked the fun, too! See the little girl tucked down in the robe. The big sister is holding the baby. Mother is driving. Listen and see if you can hear the sleigh bells. What do they say? 'Ting-a-ling-ling.'

"Shut your eyes and see if you can feel the cold winter air and hear the sleigh bells as the horse hurries along with the sleigh. 'Ting-a-ling-ling-ling.'

"Find the letters that stand for the sound the bell makes. What other letter stands with them on the page? What do they say together? Let us say it together—*ing, ing, ing*. Find it again; again; again. Put *s* before *ing*. What do you have? Find 'sing' on the page. What is the word below it? Who will be the first to speak it? Put *r* with *ing*. What will it make? Who will be the first to find it? What is the word below it? Sound it slowly.

"Put *b* before 'ring.' What do you have? Find 'bring.' Find 'bringing.'

"Let me see who will be able to read all the words in the first long column under *ing*. We shall come to hard words, but I think you all can sound them.

"Find a word on the page that has two parts. I will find one first—'ringing.' What is the first part? the second part? I call these parts syllables. What is the first syllable? the last syllable? Find me another word with two syllables. Yes, that is right. Hear the two syllables—*sing-ing*, 'singing.' What is the first syllable? *Sing*. What is the last syllable? Yes—*ing*."

Use the term "syllable" frequently in speaking of a part of a word containing more than one syllable. One use of phonics

is to develop the syllable sense. This has much to do with correct spelling. *Ing* may be spoken of as a syllable. Give a great deal of oral work, as follows: "'Sing'; add the syllable *ing*. What does it make? 'Ring'; add the syllable *ing*. What does it make? 'Go'; add the syllable *ing*. What does it make?"

Go on with the rest of the words on the page in the same way.

Give close attention to the correct sounding of *ing* as a final syllable. Do not permit *in* for *ing*. A common error in speech is the substitution of *in* for *ing* at the end of a word.

If the children take the new phonogram and recognize it as a part of the words, it will be possible to combine it with a great number of familiar verbs. This work can be done on the board.

Ing can be added to verbs like "jump," "see," etc., which the children have already learned in their reading.

III. PHONIC DICTATION.

ing	ing	ing	ing	ing
ring	sing	thing	bring	cling
ringing	singing	things	brings	clings

IV. SEAT WORK.

1. Copy the three rows across page 31.
2. Make from the letter box five words that end with *ing*.
3. Build words of two parts, or syllables.

V. GAME.

Play sleighride. Three children taking hold of hands may be the sleigh. A boy may be the horse. A rope may be the harness. Children take hold of the rope with the free hand and run across the floor several times. The remaining children sing, "Ting-a-ling-ling-ling; ting-a-ling-ling-ling; ting-a-ling-ling-ling!"

PAGE 32

I. AIM OF THE LESSON.

Added drill in the use of *ing*.

Use the rhyme as in previous lessons and treat the words as in the previous lesson.

II. SUGGESTIONS FOR TEACHING.

Pay particular attention to "clapping," "nodding," and "dropping," where the final consonant is doubled. Children will naturally spell these words without doubling the consonant. This is to be expected, and they should not be blamed for it. The remedy is to call attention to each word which doubles the consonant, when it occurs. In phonic dictation call particular attention to this group and give the entire time of the drill period to words which double the consonant. No rule need be given.

"Look at 'clapping.' Find two letters in it that are just alike and that stand together. When we add *ing* to 'clap' we must add another *p*."

"Look at 'dropping'; what do you find? Look at 'nodding'; what do you find? Now look hard at these words, because I shall ask you to remember them with your eyes shut."

"Close your eyes and think when I speak this word — 'clap.' Who sees it clearly enough to put it on the board? Now write 'clapping.' All who get it right may stand in the honor line."

Have several of the children place the word on the board from memory, emphasizing the repetition of the *p*. Proceed in the same way with "dropping" and "nodding."

III. PHONIC DICTATION.

clap	drop	nod
clapping	dropping	nodding

IV. SEAT WORK.

1. Copy the words in the first column.
2. Copy the rhyme.
3. Put into sentences three words chosen from the page.

V. GAME.

Sing the following rhyme to the tune of do, me, sol, do, singing a whole line to each note :

Bells are ringing,
Children dancing,
Horses prancing,
Horses prancing.

Then sing it back again — do, sol, me, do.

Let the class sing the rhyme. Then let three children at a time skip like the children in the picture, singing as they skip.

PAGE 33

I. AIM OF THE LESSON.

Review of *th* and drill upon both sounds of *th*.

No diacritical marking will ordinarily be needed with these sounds. The correct pronunciation comes naturally because of the familiarity of the words. The authors prefer to use the diacritical marks only when absolutely necessary. They are used here only to emphasize the difference between the two sounds. *Th* is partly vocalized, while *th* is breathed with the slightest possible vocalization.

II. SUGGESTIONS FOR TEACHING.

"Here we have little Lucy meeting the old goose and her goslings. Lucy was visiting her grandmother and went out into the big field to play with her doll. She was on her way to the barn to find her grandfather.

"Old Mother Goose thought Lucy might harm her goslings, so she waddled up to her, flapping her big wings and crying *th-th-th*!

"She was saying, 'Keep away from my little ones.' Lucy was afraid of the goose. Would you have been afraid?

"Let us see if we can make the sound that the goose made — *th-th-th*. Find the letters that stand for the sound. Find them with the capital letter. Find them with the small letter. Find another picture on the page. Perhaps this is Lucy's thimble. Give the first sound in 'thimble.' Find the word 'thimble' on the page. Sound another word beginning with *th*; another; another. Find a word ending with the sound; another; another.

"I am thinking of a little creature that flies in the night. See if you can find its name. Sound it. I am thinking of something that covers the top of your glass of soda. What is it? Find the word. Sound it. I am thinking of something that mother makes for us when we are sick. It tastes so good! Find 'broth.' Sound it. Who will find three words beginning with *th*? Who will find three words ending with *th*?

"Now listen while I say these words, and see what you hear: 'thin,' 'this'; 'thin,' 'this.'"

Take pains to vocalize *th* in "this," and to dwell upon it. Ask the children to come near and watch your mouth as you pronounce these words in alternation: "thin," "this." They will see that the tongue projects farther in saying "this" than in saying "thin." The latter is a thinner sound. Have the children make the two sounds in alternation, and get the difference in feeling between the thinner *th* and the thicker, or vocalized, *th*. Show them that the first *th* is simply breathed; that the second has voice in it. Make the sounds in alternation, having the children close beside you. Then ask them to make them.

Having shown the difference in the sounds, show the mark used in "this" (the type word); in "that"; in "thee," etc.

Pronounce clearly for the children all the words in the same group, beginning with the vocal *th* — "this," "that," "then," "thus," "than," "thee," "thou," "thine." Have them find the sound in "within" and "without." Then go back to the drill in alternating the sounds.

Treat the rhyme in the ordinary way. This is a riddle. Stir up interest in the riddle and let them guess what it is that is "black within and red without and has four corners roundabout."

III. PHONIC DICTATION.

thin	tooth	this	thus
thick	moth	that	than

Black within and red without.

IV. SEAT WORK.

1. Copy the rhyme.
2. Copy four words that end in *th*; four that begin with *th*.

V. GAME.

Play Lucy and the Goose. Some child may be Lucy; the teacher's desk may be the grandmother's house; a corner of the room may be the barn; some one may pretend to be grandfather milking the cow in the barn; another may be the goose; Lucy may run back to her grandmother — who tells her not to be afraid, but to walk straight past the goose. Lucy obeys. Then the children may make together the sound that the goose makes — *th-th-th*.

PAGE 34

I. AIM OF THE LESSON.

Review of *r* and drill upon words in which the sound occurs.

II. SUGGESTIONS FOR TEACHING.

The sound of *r* must be taught with great care. It is often slurred and even omitted in careless speaking. "Cart" is frequently pronounced "caht" in certain sections of the country. Children must be shown the position of the tongue in speaking words beginning with *r*. A definite roll should be insisted upon, the teacher exaggerating the sound until the children begin to imitate and to pronounce the *r* distinctly. There need be no fear that they will retain the exaggerated sound. It is important that they should get this definite sound clearly in mind before approaching the sounds of the vowels which are modified by *r*, as in "star," "fir," "her," "work," and "curl." Abundant drill should be given, and the teacher should attend closely to the effort of each child, until she is assured that every one has mastered the sound.

The lesson is purposely given in the form of a reading lesson, partly for variety and interest and partly to remind the children that words are finally to be recognized in sentences and paragraphs:

[Talk about the picture.] "Here is somebody whom we have seen before. Where have we seen him? What did Rover say when he saw the rat? What is the first sound of his name? Every one may make it. Find me the letter that stands for the sound. What is the name of the letter? Find the word 'rat'; put *s* on it. What does it make? Find 'rats'; find 'rat.' What does the rat do when Rover comes? Find the word 'run'; put *s* on it. What is it? Sound 'run'; sound 'runs'; 'rats'; 'rat.'

Listen to the sound at the end of 'rats'; at the end of 'runs.' Is there any difference? Which one shall we mark? How shall we mark it?

"Let us see if we can read the stories under the picture. Who knows the first word? the next? the next? Who will be first to read the next sentence?

NOTE CONCERNING "SIGHT WORDS." If the children do not know the first word, "here," tell it promptly. We are not yet ready to analyze "here," "little," "you," "where," "come," and "Rover." These words are purposely introduced as sight words, because they will be needed in reading, and to offset the tendency to refer everything to sound.

Every child in the class should know every word on the page before leaving it. All the sight words, except "Rover," will return again and again in the reading lessons. Expect the children to read with expression, eagerly telling the rat to run and warning him that Rover will get him, asking one another the question, "Where is Rover?" and calling to Rover as if they expected him to appear.

The sight words may be placed on the board as fast as they are deciphered. Praise should be accorded those who can recognize them or pronounce them without aid from the teacher.

Teach the words at the bottom of the page as initial and phonogram. Urge the children to sound them for themselves and to put them into sentences. Ask for them in various fashions. For example, "Look at Mary's ribbon. Tell me its color. 'Red.' Find that word on the page. See what I am doing [ringing the bell]. Find that word on the page. Jack left his knife out of doors in the grass. It rained in the night, and in the morning Jack's knife was covered with — what? Find the word on the page. I am looking for a word that ends with *t*; with *k*; with *sh*" [giving the sounds]. Let the children find a word, pronounce it, sound it, use it in a sentence, and then stand in line to indicate that they have accomplished the given task. See how soon all will be standing.

III. PHONIC DICTATION.

Where is the little rat ?

Did Rover get him ?

Ring, rang, rung.

Sing, sang, sung.

IV. SEAT WORK.

1. Copy the first three lines of the reading lesson.
2. Build words to rhyme with any two words at the bottom of the page.
3. Draw a picture of the rat and write a sentence under it.

V. GAME.

Play Rover and the Rat. The front of the room may be the barnyard ; the rat may have a hole in the corner, Rover may be asleep near the teacher's desk, and the rat may come forth in search of corn. Rover wakes and watches the rat as he approaches. The rat begins to get the corn, Rover leaps forward, and the rat runs. The children make the sound of *r* as Rover growls, and the rat runs away.

PAGE 35

I. AIM OF THE LESSON.

Added drill upon familiar consonants and phonograms, with review of the vowels.

II. SUGGESTIONS FOR TEACHING.

Two devices are used to give variety to the drill and to afford a short rapid review.

At the top of the page is a wall, each brick or stone having a letter or combination of letters traced upon it. The children are supposed to find in the wall the stones or bricks which, put together, will make the word which is called for. This work needs

to be done by the side of the teacher, as she must be sure that the child points to the proper letters. Or the wall may be copied upon the blackboard and the children may find the letters there in the presence of the class. This should be done very rapidly. If, after the teacher pronounces the word, the children hold it in mind and find the letters in the wall, the exercise will be a useful drill in continued attention and in the retention of the mental picture of the word.

The exercise at the bottom of the page calls for the repetition of the initial at the beginning of the line. Children should read the line rapidly, repeating the initial — “pick,” “peep,” “pack,” “pin,” “pod,” “pan.” This exercise may be continued indefinitely by changing the initial at the beginning of the line. This drill should result in ability to build the words rapidly at sight and in ability to sound quickly words which appear in the ordinary reading lesson. This practice in the rapid joining of initial and phonogram is one of the most useful exercises to precede the regular reading lessons. It should be frequently used.

III. PHONIC DICTATION.

pick	dish	tick
peep	dash	tock
pack	Dick	mock
pin	dock	
pod		

IV. SEAT WORK.

1. Write in columns words from any one of the lines at the bottom of the page, as “bin,” “bun,” “bib,” “bud,” “bad,” “back.”
2. Copy the column of words beginning with *sh*.
3. Copy the column of words beginning with “deep.”

V. GAME.

The three-word game.. All the children in the class stand by their seats. Each child has to name three words having the same initial, as "puff," "push," "pull"; "bean," "bad," "but," etc. The game is to think quickly and proceed as rapidly as possible. Children raise their hands when ready and sit as soon as the words are given, the teacher writing upon the board in order the names of the children who volunteer and succeed in naming three words correctly. The game is to see how soon the class will be seated.

PAGE 36

I. AIM OF THE LESSON.

Drill upon *ou* and *ow*.

II. SUGGESTIONS FOR TEACHING.

"Some of us remember this little girl, Mary, who went out with her doll to play in the garden. She wanted some of the pretty flowers behind the queer little round houses. Who lived in these houses? What do we call them?

"The bees thought the little girl wanted them and their honey. They flew out angrily, and a bee stung her face. What did the little girl say? What did she do? How fast she runs away! Poor dolly is left behind. You can see the tears on Mary's face. What does she say as she runs? 'Ow! it hurts!' What picture do you see beside the little girl's picture? What is the bird with the big eyes? What is his name? What is the first sound in his name? Find the letters that stand for this sound. Let us make them together three times. *Ow, ow, ow*. We have made this sound a great many times before, have n't we? Let b

take hold of hands with *ow*. What do you have? Put *h* with *ow*. What word? Put *n* before *ow*. What word? What is the name of the big brown-eyed creature that gives us milk? Find her name. What is the last part of her name? What is the initial sound? The cow eats hay from the mow. Find 'mow.' What is its initial sound?

"Run down the column with *ow*. Tell me every word you find on the steps. Put *n* after *ow*. Call it 'own.' Read it with *d*. What does it make? 'Down.' Who can sound the next word? It is a hard word. The next? the next? [The teacher will note that the phonogram *own* is here the core of "down," "clown," etc., and is not the monosyllable "ōwn," as in the sentence "I own a horse." Do not confuse the children by referring to the latter pronunciation now.]

"Find on the page another word that you know. 'Found.' Mary has her finger on 'found.' George shows me 'hound.' Listen to the sounds in 'found.' 'F ou n d.' What letters make the *ou* sound? Yes, sometimes *ou* stands for this sound, and sometimes *ow*. Find another word with *ou*. 'Out.' Right. This word is in a box because we must be sure to remember it when we think of *ou*. Sound the word. I see the name of a fish. Who can find it? Sound it. Now I am thinking of the noise the boys make when they play ball. Mary guesses. It is 'shout.' I am thinking of something that carries the water off the roof of the house. John finds 'spout.' I am thinking of the nose of a pig. Jack has found 'snout.'"

Proceed in the same way with the other column.

Drill upon the words ending in the syllable *ing*.

Teach the words in the rhyme "How do we get to London town?" See if the children can read the lines without help. Give the word "London" and let them find the rest.

III. PHONIC DICTATION.

"These words are made with *ow*. See if you can write them as I say them — 'bow,' 'cow,' 'now,' 'how.'

"These words are made with *ou*. Listen while I say them — 'out,' 'pout,' 'spout,' 'found,' 'sound.'

"Look hard at the page and then shut your eyes. I will name a word and you may tell me the letters in it. 'Down.' 'Pout.'"

Praise the children if they have remembered rightly which word has *ow* and which has *ou*. The problem in the use of *ou* and *ow* is to put them in the right place.

IV. SEAT WORK.

1. Copy the rhyme.
2. Copy the words ending in *ing*.
3. Draw a picture of the owl.
4. Draw the beehives.

V. GAME.

Dramatize Mary in the garden with the beehives, stung by the bee, dropping her doll, and running away. As she runs, the children say, *Ow! ow! ow!*

PAGE 37

I. AIM OF THE LESSON.

Added drill on words containing *ou* and *ow*.

II. SUGGESTIONS FOR TEACHING.

Treat the rhyme as in previous lessons. Talk about the picture of Tom Tucker and his dog. Have the rhyme repeated and the sounds of the various words found. Ask why "Tom" and "Tucker" begin with capitals. Pass lightly over "art," but have it pronounced clearly. Children may sound "thou."

They should be told that formerly "thou" was used instead of "you" in speaking to a child.

See how much the children can do with the words without any help. Have them pronounce all the words on the page. "House" and "mouse" have been used before, with "hickory, dickory, dock" as sight words, and ought to be remembered now. They can easily be divided into initial and phonogram, without analyzing the phonogram.

Some of the words are repeated from the previous page and should be quickly recognized in any position. Ask for other words containing *ou*. See if the children can remember definitely whether *ow* or *ou* is used in the word.

Write upon the board other words containing *ow* and *ou*, and see if they can be pronounced. Send the children to their reading books to find words containing *ow* and *ou*.

Use the rhyme,

April showers
Bring May flowers,

and see if any of the children can decipher it.

III. PHONIC DICTATION.

Place the word "whose" upon the board. Then dictate the first two lines of the rhyme on page 37. Recall "whose" as a sight word and center attention upon it. Let the children study the lines before the dictation.

IV. SEAT WORK.

1. Copy the first two columns on the page.
2. Make words to rhyme with "pout"; with "down."
3. Write "found," "round," "sound," "pout," followed by the syllable *ing*.

V. GAME.

Play the three-word game, using words containing *ow* and *ou*.

PAGES 38 AND 39

I. AIM OF THE LESSON.

Drill upon vowels and phonograms, with word building.

II. SUGGESTIONS FOR TEACHING.

The teacher may turn to these pages again and again for rapid drill in the use of the various phonograms included in the pages. The amount of time spent on the pages will vary with the needs of the class. Typical groups are given, which may be increased by the teacher according to the present vocabulary of the children and the words which are appearing in the reading books now in use by the class.

A very helpful exercise will be to have one half the class hold reading books in hand, while the other half hold the phonic pages. The children holding "See and Say" pronounce a phonogram, and the children holding the readers find in the reading book a word rhyming with it.

This kind of exercise will show that the phonic drill is applied in reading. Drill as follows:

1. "In my book I see the five workers, all ready for the day's work. They are at the top of the page. Find them in your book. Let us see what work they will do for us to-day.

"First we will set them to work with *p*. When *a* and *p* work together, what do they say? *e* and *p*? *o* and *p*? *u* and *p*? Sound these syllables across the page — *ap*, *ep*, *ip*, *op*, *up*. Who will read the next line? the next?

2. "Begin with *a* and read down the column; with *e* and read it; with *i* and read it; with *o* and read it. [And so on.]"

Proceed in the same way with *t*, *sh*, and *ng*.

Call for rhymes for the various words.

III. PHONIC DICTATION.

Use any of the groups on the page, according to the need of the class. Add words containing the phonograms which occur in the reading lesson.

IV. SEAT WORK.

1. Copy the columns upon which the children need most drill.
2. Find on the page a rhyme for "bang," "quit," "not," "mud," "rush."
3. Write these words with a rhyme.

V. GAME.

Play Needle in a Haymow. The page is the haymow. The word to be found is the needle. The teacher calls for the word and the children find it on the page. Those who find the word first stand in line until a certain number have taken their places in line, when the game is ended.

PAGE 40

I. AIM OF THE LESSON.

To present *wh*, with its sound, and to drill upon words containing *wh*.

II. SUGGESTIONS FOR TEACHING.

The best illustration for the phonogram *wh* is made by swiftly and forcibly moving a whip or a pointer through the air. The rush of the air as the pointer cuts it gives a very clear illustration of the sound. A similar sound may be made by blowing out a lighted candle. *Wh*, sounded, equals *hw*.

Talk about the picture, telling the following story:

"Kate and Polly were playing out in the field. Polly found a dandelion blossom that had gone to seed. 'Oh!' she said, 'here is a little fairy pincushion.'

" 'Oh! that is a dandelion gone to seed,' said Kate, 'and if you blow it three times, it will tell you whether mother wants you. Let us see whether mother wants us.'

"She blew once, and half of the seeds flew away like little balloons. Then again, and more seeds flew. The third time the very last seed flew away.

" 'That means that mother does not want us,' said Kate, 'and we can play as long as we please.'

"Let us play that the desk is a field where dandelions have grown. Each one of the children may be a dandelion that has gone to seed. Kate, Mary, and I will blow the seeds, this way; then we shall know whether mother needs us at home. One, two, three.

"Listen to the sound. Look in your book. Find the letter that stands for the sound.

"What is the picture under Kate's picture? We have already seen the whip that the farmer uses when he is driving his horse. Find the word 'whip.' This word is in a box. When we see *wh* we must remember 'whip.' What is the first sound?

"Say this for me: 'When Kate blows the dandelion she says *wh*, and *wh* is the first sound of "whip."' [Key sentence.]

"This is a sound that we breathe. You can hardly hear me when I say it. You must be very still to hear it. *Wh*. Find the word 'whip'; another word beginning with *wh*; another.

"Listen to this word — 'when.' See if you can find it on the page; 'which'; 'whit'; 'wheel.'

"Think of another word beginning with *wh*; another; another.

"Who will make *wh* for me in the air? You may all make it on your desks. John and Kate and May may make it on the board.

"Who remembers two other letters that always work together just as *w* and *h* do? *Sh*, *th*, *ch*, *ck*, *ng*, *qu*. Now we have added *wh* to those that we know.

"On my page I find *ack*. Who can find it? What is the word below it? 'Sack.' Who can make a word to rhyme with it? Who will find 'ash' for me. What word below it? A word to rhyme with 'ash'? [And so on.]"

III. PHONIC DICTATION.

Whip, whisk, when.

Sight words beginning with *wh* — 'who,' 'whose,' 'what,' 'why.'

IV. SEAT WORK.

1. Copy five words beginning with *wh*.
2. Draw the whip and write its name underneath the drawing.
3. Make words to rhyme with *ack*, *amp*, or *ish*.

V. GAME.

Dramatize picking dandelions and blowing the seeds. The dramatization may be put into the form of the Kate and Polly story; the children playing should make the sound *wh* when they blow the dandelion, and the entire class may echo it.

Or all the children may play that they are in the dandelion field, picking dandelions that have gone to seed and blowing to see if their mothers want them.

PAGE 41

I. AIM OF THE LESSON.

1. Recognition of new words in a familiar rhyme.
2. Finding rhymes for the words.

II. SUGGESTIONS FOR TEACHING.

Talk about the picture. Then tell its story. See who can repeat the rhyme. Have the class repeat the lines very clearly and distinctly. Do not leave them until they can find every word in the rhyme whenever it is called for.

Drill on *ou* and *ow* long enough to insure rapid recognition ; "bow," of course, rhymes with the other words in the row across the page.

"A happy little robin was hopping from branch to branch in the apple tree, twittering and chirping. He did not see a big white pussy cat that came creeping, creeping, creeping along the branch, still as a mouse.

"All at once Robin turned his head. Away flew Robin down to the ground. He knew that before Pussy could get to the ground he could fly up again.

"We can play that the words are birds and that we are climbing up the tree trying to catch them. We shall do better than Pussy, for we shall catch some of the words before they fly away."

III. PHONIC DICTATION.

Robin sat upon a tree.

Sat, fat, rat.

Tree, bee, see, three.

IV. SEAT WORK.

1. Write five words that rhyme with "down"; five that rhyme with "sat."

2. Draw a picture of the cat and the robin in the tree.

3. Choose six words from the page and copy them.

If children have time, write a rhyme for each word.

V. GAME.

Place upon the board words chosen from the page, or similar words contained in the reading book. These words may be put upon a tree, roughly drawn. Children play that they, too, like Pussy Cat in the rhyme, are climbing the tree to catch a word. See which ones will succeed in catching (or pronouncing) words that they know.

PAGE 42

I. AIM OF THE LESSON.

Drill upon the vowels and phonograms with word building.

II. SUGGESTIONS FOR TEACHING.

This page is a continuation of the drill given on pages 38 and 39. Follow the directions given for those pages; as the drill progresses use for phonic dictation a group of the words which call for hardest study and keenest attention.

III. SEAT WORK AND GAME.

The seat work and game may be repeated from pages 38 and 39.

PAGE 43

I. AIM OF THE LESSON.

Added drill in the use of the phonogram *ing* and final *s*.

II. SUGGESTIONS FOR TEACHING.

"In my book I see a fence running up and down, this way [drawing a vertical line upon the blackboard]. On one side of the fence I find this [writing *ing* at the right of the vertical line]. Find the fence in your book. Show it to me with your finger. Find in your book the letters which are on the board. Pronounce them for me together. What do you find on the other side of the fence? Mary may read the letters in the column.

"Now we shall ask these letters to jump over the fence and stand beside *ing*. You may tell me what they say when they stand together. *S* jumps over. What do they say together? *St* jumps over. [And so on.]

"What shall I put with *ing* to make 'wing'? 'sting'? 'ring'? [And so on.]

"Who finds another wall at the top of the page? What are the letters at the side of it? Make *fl* jump over the wall and stand beside *ing*. What do they make together? *Cl*? *br*?" [And so on. Teacher writes the words in a column as children make them.]

Treat the rest of the page in the same way. Make the children do as much as possible for themselves. Place the emphasis upon the words over which they hesitate, and repeat them oftener than those which seem perfectly familiar.

III. PHONIC DICTATION.

"Let us add the syllable *ing* to some words that we know — 'ring,' 'ringing'; 'hang,' 'hanging'; 'sing,' 'singing.'

"Now let us add *s* to some words that we know — 'gong,' 'gongs'; 'swing,' 'swings'; 'bring,' 'brings.'"

IV. SEAT WORK.

1. Write words ending in *ing*, beginning with the letters that stand by the side of the fence.

2. Copy ten words which you choose from the page.

3. Draw a picture of a swing or a gong.

V. GAME.

Children stand beside their seats. A child who volunteers and is recognized by the teacher speaks a word which he chooses from the page. Another child immediately volunteers and speaks the word, adding *ing* or *s* to it. These two children then stand together to head the line, which will be formed by the other children, who find words and complete them in the same way.

When the double line has been formed by the children who have found the words and completed them, they march around the room singing some marching song.

PAGE 44

I. AIM OF THE LESSON.

To present a rhyme for the sake of telling the new words contained in the rhyme, and to drill upon familiar words in the text.

II. SUGGESTIONS FOR TEACHING.

Use as in preceding rhymes. Make much of the picture of the little boy talking to the black sheep. Some of the children will not be familiar with sheep. They should be introduced to them. Some of them will remember Mary's little lamb and will know that its fleece was "white as snow." If any child in the class can read the rhyme, have it done and then have all the children find the various words in the rhyme.

"This boy is talking to the black sheep. He says 'baa, baa' because the sheep says 'baa, baa.'"

"Full" is a sight word. "Little" is probably already familiar. "Master" and "any" may be somewhat difficult, but let them see how many of the letters they can sound. It is better at this point not to sound a word like "full," but to say, "*U* has a new sound here; we call this word 'full.' " At this stage "lane" and "dame" are sight words, although the initials are familiar.

Have the children find rhymes for the various words, particularly for "black," "sheep," "bags," "free," "dame," "boy," "that," and "lane."

III. PHONIC DICTATION.

The black sheep has three bags of wool.

One bag is for the little boy.

IV. SEAT WORK.

1. Copy the words at the bottom of the page, or build them from the letter box.

2. Put in sentences five words selected from the rhyme.
3. Build words, using the phonograms *ag, ack, eep, at.*

V. GAME.

Turn back to the review of phonograms (pp. 38 and 39) and play school, letting the different children in turn serve as teacher, asking for words containing phonograms which they select from the page.

PAGE 45

I. AIM OF THE LESSON.

To drill upon the phonograms *ack, ill, ent, up, and own*, as presented through the rhyme "Jack and Jill." To introduce the sight words "after," "under," "before"; "pail," "sail," "rail"; and the new words "tumbling," "fumbling," "rumbling."

II. SUGGESTIONS FOR TEACHING.

Make the lesson as bright as possible. The page is attractive in color, and the children will appreciate the picture. Jack and Jill are a real boy and girl climbing up the hill to the well on the top. Jack is leading the way up the hill and Jill is following after. The children will know the words of the rhyme and can find a name for them from their recognized order. This gives an excellent opportunity for drill upon the words of the rhyme and others which will match them. Ask the children to find "Jack" in the rhyme; to find it below the picture; to separate it into initial and phonogram; to find the word that rhymes with it; to sound the word slowly, separating it into initial and phonogram, then pronouncing the parts together, speaking the word distinctly. Proceed in the same way with "Jill" and words rhyming with it; also with "went," "up," "hill," "fell," and "down." The children will enjoy finding the big word "tumbling," which

is, after all, the easiest word in the lesson. Write the word upon the board; erase the *t* and substitute *f*; erase the *f* and substitute *r*. See how many can pronounce these big words.

Emphasize the sight words "after," "under," "before." Have children close their eyes, hear the word "after," and then try to reproduce it on either blackboard or paper. Every such exercise should tend to clear speaking and keen attention. No mumbling should be permitted. No one will remember the form who does not look at the word intently and make an effort to speak it clearly.

Other rhymes should be used in the same way, to introduce unphonetic words which are necessary to the child's vocabulary at this stage. Every such exercise should increase the power of attention and the ready mastery of sight words.

Make sentences containing the words of the rhyme. The children have had all the words in the lines and ought to read them easily. Expect them to read the sentences as if speaking to one another. This will be an offset to the singsong which is likely to come in the recitation of the rhyme.

III. PHONIC DICTATION.

Fetch me a pail of water.

Did you see Jack and Jill?

Where are they?

IV. SEAT WORK.

1. Write four other words to rhyme with "Jack" or "Jill."
2. Use in written sentences "cup," "mill," "went."
3. Copy the first two lines of the rhyme.

V. GAME.

Play the game of Hide and Seek. Words are to be found on the page, either in the rhyme or in the lines below the picture.

The teacher names the word to be found. The child finds the word, and the teacher writes his name upon the board, placing beside it the word which he has found. Some children will find many words and have a long list beside their names. This will prove a stirring game if presented with enthusiasm.

PAGE 46

I. AIM OF THE LESSON.

To provide a new form of drill in word building.

II. SUGGESTIONS FOR TEACHING.

The "flags" on the page are set up with one of the vowels in the corner of each. The field of the flag is filled with various consonants. The work of the lesson will be to make as many words as possible out of the given vowel and the consonant.

The circles upon the lower half of the page contains words from the rhyme "Jack and Jill." Children should find the words that occur on the page, while the teacher writes the rhyme upon the board. A circle may be placed around every word which the children find in a circle. Certain words in the rhyme are not found on the page. These should be studied by the class and the circles drawn by the teacher.

The flag drill gives opportunity for the review of a great many phonograms — *af*, *an*, *ap*, *ad*, etc. Children may make rhymes for words which they build from the flags, or the teacher may write columns of words which are built by the children from the given letters, and see how many can be made from each flag.

III. PHONIC DICTATION.

Words to rhyme with "Jack," "went," "get," "down," "fell,"
"hill."

IV. SEAT WORK.

To build words from one of the flags chosen by the teacher.

V. GAME.

Select a boy and a girl from the class. Ask each to go to the board and write, as rapidly as possible, words which are to be built from the *e* flag. Each one of the contestants may choose two helpers. The two groups proceed to the board, the leader writing words which he or his helpers think of. The game is to see which group will first finish writing six words. That set wins the game. If the children work rapidly, a number of groups may be chosen for the contest.

PAGE 47

I. AIM OF THE LESSON.

Review of *oy* and *oi* and drill upon phonograms containing these combinations.

II. SUGGESTIONS FOR TEACHING.

Recall the oyster man crying his wares through the street. Talk about the picture: the mother standing in the doorway; the stone-paved street; the little girl anxious to have the oysters; the pails hanging from the yoke on the man's shoulders; the neighbor waiting at her door for the oyster man to reach her house. Let one child after another impersonate the oyster man and call *oy, oy, oy*. Let them find the oyster shell. Have them point to the *oy* on the page and find it in words. Then let them find the oil can, point to the name and separate it into phonogram and final letter, and then find on the page other words containing the same phonogram. Children will be interested in the phrase, "Ship ahoy! Ship ahoy!" which the sailor calls in the night or in the fog as he sees the light of a

passing ship. In deciphering the word "ahoy" the children will naturally give the *a* the short sound. In pronouncing the phrase, however, the *a* will naturally receive its proper weight in the unaccented syllable. It will not be necessary, therefore, to dwell upon the indistinctness of the sound. This will take care of itself.

III. PHONIC DICTATION.

"Are you the oil man?"

"Do you sell oil?"

"No, I sell oysters."

IV. SEAT WORK.

1. Copy the last two columns of words on the page.
2. Draw the oyster and write beneath it, "I like [or do not like] oysters."
3. Draw the oil can and write beneath it the sentence, "Fill the lamp with oil."

V. GAME.

Play the oyster man hawking his wares through the streets. A child may pass up and down the aisles, carrying pails suspended from the supposed yoke on his shoulders, and calling his wares; or he may walk up and down the floor, calling *oy, oy, oy*, and be met by different children, who question him and buy his oysters. Or the oil man and the oyster man may have separate shops, and the children may go to one or the other. They ask for oil at the oyster shop, or for oysters at the oil shop, and are sent back to the right place, where they must give in exchange for their oysters or oil a slip of paper upon which the word is correctly written.

PAGE 48

I. AIM OF THE LESSON.

Review of *h* and *j*, with drill upon words having *h* or *j* as initials.

II. SUGGESTIONS FOR TEACHING.

"Here are two pictures that we all remember. Who can tell me about the first one? Where is old Rover lying? Why is he so tired? What sound is he making?"

"Let each one of us play that he is Rover. You have been running hard. You are lying down in the yard in the sun in front of the chicken coop. The old hen is afraid of you and is running away from her chickens. The cat hardly dares reach for the meat on her plate, but you are tired and think of nothing but the long run you have had.

"How you pant! Let me hear you — *h, h, h*.

"Find the letter that stands for the panting sound. Find it in a word. Sound the word in two parts, the initial and the rest of the word; then the next word; the next."

Proceed in the same way with *j*.

III. PHONIC DICTATION. (To be read across the page.)

Jill	ill	hill	mill
jam	am	ham	Sam
hill	ill	fill	rill
hump	ump	bump	stump

IV. SEAT WORK.

1. Copy one of the columns of words from the page.
2. Draw a picture of the motor boat.
3. Choose five words; write each word and place under it a word that rhymes with it.

V. GAME.

A motor boat may be formed by eight boys. Place six of them in a double line, two by two, and let one lead and one end the group. The leader steers the motor boat around the room, the others following. The room, of course, is the lake or the sea. As the boat moves over the water it makes the sound *j-j-j*.

PAGE 49

I. AIM OF THE LESSON.

Drill upon the sound of *ch* and upon words containing the sound.

II. SUGGESTIONS FOR TEACHING.

Tell the story of the picture: the children going to visit their aunt and riding in the cars past the high hills. The engine as it goes says *ch-ch-ch*. *Ch* is the first sound of "church." Find "church." Find and sound the words beginning with *ch*.

"What does the engine say? Make the sound three times.

"John may be an engine, and make the sound.

"I will sound some words. Whenever you hear the engine sound, you may raise your hands. 'Cheer,' 'money,' 'rich,' 'table,' 'such.' Tell me a word that has *ch* at the beginning. Find me a word that has *ch* at the end. Find a word with *ch* on the blackboard. Find it in your reading book.

"Each of you may read me from the page three words beginning with *ch*."

III. PHONIC DICTATION.

chin	chip	chop
chins	chips	chops
rich	such	much

IV. SEAT WORK.

1. Draw the church.
2. Draw a train of cars.
3. Build with letters six words from the page.
4. Find words to rhyme with six different words on the page.

V. GAME.

Dramatize the visit of the children. The teacher's platform may be the station. The mother appears with the children at the station, waiting for the train. Children may have on their outer wraps and may carry parcels or bags. Eight or ten boys make the railroad train, two or three taller boys making the engine. The boys take hold of hands and form a train, or rest their hands upon the hips or shoulders of the boy in front. The train approaches the station by a circuitous route, passing through the aisles and around the room. The engine as it goes says *ch-ch-ch*. At last it draws up at the station. The children get on board, the bell rings, and the engine starts off with a very loud *ch-ch*. At the station, remember, it says *ks, ks (x)*.

PAGE 50

I. AIM OF THE LESSON.

Added drill in the use of the vowel in phonograms ending with *sh*; further drill in the use of the suffix *ing*.

Repetition of the wall containing letters and phonograms.

II. SUGGESTIONS FOR TEACHING.

Treat as in previous lessons.

III. PHONIC DICTATION.

shop	fish	dash	crash
shopping	fishing	dashing	crashing

(Note the doubling of the letter *p* in "shopping.")

IV. SEAT WORK.

1. Write five words ending with *sh*; five beginning with *sh*.
2. Write five words ending with *ing*.
3. Write sentences containing "hush," "wish," and "rush."

V. GAME.

Repeat the three-word game, as on page 67 of the Manual.

PAGE 51

I. AIM OF THE LESSON.

1. To review *ch*.
2. To show that *tch* often represents the same sound, *t* being silent.
3. Drill upon the phonograms *atch*, *etch*, *itch*, *otch*, *utch* and words containing them.

II. SUGGESTIONS FOR TEACHING.

Find on the page all words containing *ch*. Sound the words. Separate them into initial and phonogram. Find rhymes for selected words.

"Latch" has been presented before (see p. 25) as a sight word. Show now that its last sound is *ch*—that it contains *t*, which "says nothing."

Show that "latch," "hatch," "hutch," and "crutch" end with the *ch* sound; that in all four words *t* precedes *ch*. Separate "latch" into its sounds. Separate "rich" into its sounds. Let the children discover that there is one letter that does not talk. It is *t*. Sometimes we use *tch* instead of *ch*. *T* goes with *ch* for company, but says nothing.

Find other words on the page containing *tch*. Repeat frequently the type word "latch."

Have children close their eyes, hear the word which the teacher speaks, trying to see it with eyes closed, and then place it on the board. Stimulate enthusiasm in this game, which is one of the most effective means of mastering words.

Let the children go rapidly down the columns, pronouncing each word. Every one pronounces until he makes a mistake.

At the end of the lesson have the children tell you what they have learned — that *t* likes to go with *ch* and never says anything when he is with them.

If there is time, make a quick review of the phonogram *usk* as given in "musk," "rusk," "husk," "tusk."

Interest may be added to the lesson by quoting the rhyme,

Cross Patch, draw the latch,
Sit by the fire and spin,
Take a cup and drink it up;
Then call the neighbors in.

III. PHONIC DICTATION.

Say to the children, "These words will all end in *tch*. Be sure not to forget the *t*."

hatch patch match hitch itch ditch pitch

IV. SEAT WORK.

1. Copy five words that end in *tch*; three words that end in *ch* without the *t*.
2. Copy the ten hardest words on the page.

V. GAME.

The three-word game (Manual, p. 67), naming words beginning with *ch* or ending with *tch*. Take great pains to make clear to the children the right form of the word when they make a mistake, as they may easily do. Put the whole emphasis upon the silent *t* which accompanies *ch* but does no work.

PAGE 52

I. AIM OF THE LESSON.

Added drill on *ch*, *tch*, and final *cks*, *sh*, and *st*.

II. SUGGESTIONS FOR TEACHING.

Talk about the picture. Make the children interested. Have them find the various things called for in the picture, tell about the hens or chickens which they have seen, and then try to read the rhyme. "Garden," "warm," and "here" may be difficult for them, but some one in the class will know each of the words. "Come," "said," "you," and "here" are common sight words which have already been taught in connection with the reading lessons.

Use the rhyme as in previous lessons.

III. PHONIC DICTATION.

Words at the bottom of the page.

IV. SEAT WORK.

1. Copy the last two lines of the rhyme.
2. Write six words ending with *tch* or six words ending with *sh*.
3. Draw a picture of the hen scratching.

V. GAME.

Dramatize the hen and chickens in the green garden patch. Let some one represent an old lady sitting by the window, and saying, "I know the chickens are in my flower garden. I can hear them scratch, scratch, scratch." Then all the children in their seats say together, "Scratch, scratch, scratch; *atch, atch, atch*," pretending that they are chickens. Or the class may sound the phonogram while a few scratch, running away when the old lady says, "Shoo!" waving her apron.

PAGE 53

I. AIM OF THE LESSON.

To review the vowels — to find them in various words, and particularly to drill upon a group of unphonetic, or sight, words which frequently occur in reading lessons.

II. SUGGESTIONS FOR TEACHING.

The children will enjoy the picture of the five school children representing the vowels and marching with their names on the flags. The lesson could be made intensely interesting if similar flags were fashioned, to be used by the class.

Have the children read the lines below the picture, pronouncing for them the word "workers." If the word "vowels" is separated into its syllables, it ought to be dug out by the class. "March" may be given as a sight word. The context will make it easy. "These," "here," and "find" are at this stage sight words.

After reading the lines, see how many children can pronounce all the words on the page, telling at the same time what vowel is found in each word. See if they can find any word without a vowel in it. Some of the words have more than one vowel. It may be that the children can refer at once to the flags in the picture, if they do not easily remember what the vowels are. This exercise will give a serviceable drill on both the names and the sounds of the vowels. Do not attempt to sound words like "many," "was," "again," and "who," which at this stage are sight words.

III. PHONIC DICTATION.

The first two columns of words on the page, or two rows of words across the page.

IV. SEAT WORK.

1. Use in sentences five words from the page — “an,” “if,” “am,” “had,” “much.”
2. Copy the words in the first column.
3. Choose one vowel and write ten words which contain that vowel.

V. GAME.

Play the vowels marching. Choose five children to represent the vowels. Give them pennants made of paper pinned to sticks, each pennant bearing the name of one of the vowels. After the vowels have marched once around the room, each one chooses one or more letters to march with it, telling the class at the same time what word he desires to make. The words should be chosen from the columns at the foot of the page; *a*, for example, may choose to march with *n*, making “an”; *i* may choose to call *f* to stand beside him, making “if,” etc. The word must be sounded and pronounced correctly by the children representing it.

PAGE 54

I. AIM OF THE LESSON.

Review of phonograms and drill in word building.

II. SUGGESTIONS FOR TEACHING.

This page may be used to advantage in connection with almost any lesson. The children are already familiar with the short sounds of the vowels, and they recognize the vowels as the chief workers, or helpers, in making words. They are here combined with the consonants in the most common phonograms and syllables.

They may be used in a hundred ways, a few of which are suggested here.

1. Have the children read rapidly across the page the phonograms in which the same consonant is combined with the vowels in turn.

2. Have them read the columns in which different consonants are combined with the same vowel.

3. Read a row across the page, putting any given consonant before the vowel, as *rab*, *reb*, *rib*, *rob*, *rub*.

4. Give prolonged drill upon the combination which seems the least familiar to the children.

5. Pronounce words ending with one of the phonograms on the page, and have the children find the phonogram.

6. Children name words ending with a given phonogram.

7. Build words with a phonogram as a basis, as *ick*, "pick," "picks"; *eck*, "peck," "speck," etc.

III. PHONIC DICTATION.

Word building, using as a basis the least familiar phonograms.

IV. SEAT WORK.

Find from the reading lesson words containing the given phonograms, as perhaps the *ck* phonogram or the *v* phonograms.

V. GAME.

Five children at a time are given a row of phonograms, each child taking a syllable. They dance around the room, taking hold of hands and singing every phonogram to some given tune. For example, the first child takes the syllable *ab*; the second, *eb*; the third, *ib*; the fourth, *ob*; the fifth, *ub*. The next five take the *ck* phonograms, and so on.

PAGE 55

I. AIM OF THE LESSON.

Drill on familiar phonograms and unphonetic words.

II. SUGGESTIONS FOR TEACHING.

The familiar rhyme is used to repeat the phonograms *ack, ill, at* and to introduce the unfamiliar but common words "away," etc. The numbers from one to ten are so frequently met in the reading that their names should be learned as sight words.

Kindle interest in the picture and see what child can recite the rhyme with the help of the book. Find the word at the end of each line and name it; at the beginning of each line. Find "away," "back," "one," "was," "little," and "two." Divide "blackbirds" into its two parts. Sound the first part. Learn by sight the words in the first column, the teacher repeating them on the board and using them in sentences. Some of the names of the numbers follow phonetic laws and can be deciphered by the children; the others must be learned by sight and position.

Call for the words in various ways, reading them across the page and reading them down the columns. Find them when sounded by the teacher. Find them when called for by a child. Find words in the rhyme. Suggest other words which rhyme with them. Suggest a game of hide and seek with the words on the page.

Ask the children to shut their eyes, remember the form of the word, and repeat it on the board with the crayon. Write on the board the numbers from one to ten, and have the children write the name opposite the figures.

These names should remain upon the board several days for reference and drill.

III. PHONIC DICTATION.

Jack and Jill sat on a hill.

Jack was black and Jill was black.

Come back, Jack and Jill.

IV. SEAT WORK.

1. Draw a picture of the blackbirds.
2. Copy the five words in the first column at the foot of the page.
3. Choose three words on the page and write them carefully with a rhyme for each word.

V. GAME.

Two children at a time may impersonate Jack and Jill, the platform being the hill. The children in the class recite the rhyme, and as they say "Fly away, Jack ; fly away, Jill " the children in turn wave their arms like wings and fly about the room. When called by the recitation of the last two lines, "Come back, Jack ; come back, Jill," each little blackbird flutters back to his place. Two children in succession may be chosen to play as the children recite the lines ; then all the children may be a flock of blackbirds and may fly about the room.

PAGE 56

I. AIM OF THE LESSON.

Review of the vowels to impress the fact that every word contains a vowel. Drill upon known phonograms.

II. SUGGESTIONS FOR TEACHING.

Discuss the picture. Let the children find and count the children in the picture and tell what they are doing, name the vowels in order, then play that they are the children in the picture and

are speaking as in the printed lines. Some of the words in the lines are unphonetic. They are introduced because they should be familiar to the children at this stage. Let the children sound any words that can be analyzed from their experience.

Encourage them to sing the first five notes of the scale. These should be written on the board: one, two, three, four, five. Then ask one child after another to sing a line from the page, using the same melody. Other phonograms may be used and the exercise prolonged so far as the lesson period will permit.

In singing, be sure that the enunciation is very clear and distinct and that the tone is smooth and sweet. Do not let the children sing in a loud and harsh voice, but insist upon gentle yet clear tones. In speaking the final consonants *p*, *d*, *k*, etc., have them cut off sharply and not followed by the *er* which is likely to stick like a burr.

This exercise is more pleasing to the children than the ordinary oral recitation. By means of this device the drill may be frequently repeated without weariness.

III. PHONIC DICTATION.

Any two lines of phonograms or other similar phonograms.

IV. SEAT WORK.

1. Write in neat columns the phonograms contained in the first three lines.
2. Use in written sentences three words from the page.
3. Write the vowels in a row, placing under each vowel a word containing that vowel.

V. GAME.

Choose five children to represent the vowels. Let each child choose other children to build a word from the page, assigning to each child the necessary letter. The vowel places herself or

himself in the proper place in the word. The initial sound is given by the first child. Then the vowel is sounded. Then let the children in the seats guess the whole word containing the vowel. When five guesses have been made without discovering the word intended, the leader may sound the word for the class. The class sounds the same word and pronounces it. Then that group of children is dismissed, and the next group proceeds in the same way.

PAGE 57

I. AIM OF THE LESSON.

1. To introduce silent *e* at the end of a word.
2. To introduce the long sound of *a*.
3. To teach the diacritical marks (the macron and the breve).

Heretofore children have used in their phonic drill only the short sound of the vowel. They are now to be introduced to the long sound.

For convenience in study and in preparation for the use of the dictionary it will now be necessary to have signs to indicate which sound of the vowel is to be used. In many cases the sound is indicated by accompanying letters. Thus "r a i n" will be known as "rain," the *a* having the long sound because it is followed by *i*. In a short time children will learn that silent *e* at the end of a word indicates the long sound in the preceding vowel. In some cases, however, the teacher will need to use the macron, which marks, or indicates, the long sound of the vowel.

The macron will be taught when the long and short sounds of the vowel are compared. At the same time, therefore, the breve will be introduced. Heretofore the short vowel has not been marked, as its sound was the only sound which was recognized. Now that the children are learning that the vowels stand

for different sounds, the marks will be used with the type words until they are able to recognize the combinations which indicate the quantity of the vowel.

II. SUGGESTIONS FOR TEACHING.

Talk about the pictures on the page. Have the children guess what the fairy is and what she carries in her hand. Have them name the can, the cane, the cap, the cape. Have them find the letters *a* and *e*.

Then tell the story of Cinderella and her fairy godmother. Tell how at the touch of the magic wand the pumpkin was changed to a golden coach, the cat to a gay footman, and the mice into fine horses.

"Now look again at the page. Here is a fairy — not a fairy godmother, but a fairy with her wand. The fairy has wings, and she may dance or fly, as she chooses. Now she seems to be flying through the air. What do you see at the end of her wand? Yes, it is the letter *e*.

"This fairy likes to play with words. Let me show you what she does. Find the word below the picture of the can. What is it? Sound it. Name all the letters in it. Now the fairy comes along with her wand and puts the *e* at the end of this word 'can.' What does it make? Yes, it is 'cane.' Sound it. What letter stands for this sound [making the long *a* distinctly]? What has this letter stood for before? When the fairy puts the little *e* at the end of the word with her magic wand, she makes the vowel in the word tell its name. The *e* never says anything; it sits quietly at the end of the word and lets the other vowel talk.

"Now point to these words as I name them: 'can,' 'cane'; 'can,' 'cane.' Find the little silent *e*. What does it say? Nothing. What does *a* say in 'cane'? Let us all say it together — *ā, ā, ā*.

"Find the word 'cap' on the page. The fairy came along with her magic wand and left a little silent *e* at the end of 'cap.' What word did that make? 'Cape.' What does the letter *a* say in 'cape'? Yes, it tells its name. Pronounce for me 'cap,' 'cape'; 'cap,' 'cape.'

"Tell me what the fairy did.

"Now put on your very best spectacles and look at the page. Look at the word 'can.' Do you see anything over the *a*? Who can make that mark on the board. Look at the word 'cane.' Do you see any mark over the *a*? Who can make that mark on the board?

"What does *a* say in 'can'? That is its short sound. When it makes that sound it may wear this little round cap. What does *a* say in 'cane'? That is the long sound. When it makes that sound it may wear the little flat cap. Find *a* with the round cap. What does it say? Show me *a* with the flat cap. What does it say? What does *e* say in 'cape'? What does *e* say in 'cane'?

"*A* in 'cane' says the long sound; *a* in 'can' says the short sound. Which sound does the fairy make the letter say? The long sound.

"Find 'cape'; find 'cap'; find 'can'; find 'cane.' Find *a* with the short sound; find *a* with the long sound. Which cap does *a* wear when it makes the short sound? Which cap does it wear when it makes the long sound? Find me short *a*; find me long *a*. Find a word that the fairy has touched with her wand. Sound it. What does little *e* say in the word? Nothing. When *e* stands at the end of a word, it keeps still, but the vowel before it will tell its name. See if you can say that after me. Say this rhyme:

The vowels say, 'I have no fear,
I tell my name when *e* follows near.'"

III. PHONIC DICTATION.

can	cane	cap	cape
pan	pane	tap	tape

(To be written very carefully, with diacritical marks.)

IV. SEAT WORK.

1. Copy three times "cap," "cape," "can," "cane," using the diacritical marks.

2. Draw a picture of the can and the cane or of the cap and the cape.

V. GAME.

Play fairy with the magic wand. A small child is chosen to be the silent *e*. A little girl is chosen to be the fairy. The letter *e* is tied to the end of the pointer, to serve as her magic wand, or she leads little *e* around the room at the end of a long stick. Three children stand for the letters *c*, *a*, and *p*. The class sound the letters and pronounce the word "cap." The fairy brings little *e* to the end of the line, and the children sound the word "cape," little *e* putting both hands over his mouth to show that he says nothing. Proceed in the same way with other words containing the *a* and ending with silent *e*.

This is called the Fairy Game.

PAGE 58

I. AIM OF THE LESSON.

1. Drill in word-building, using the long *a* with silent *e*.
2. Review of words containing *ch*.

II. SUGGESTIONS FOR TEACHING.

"Who will tell me about the fairy and her wand? What did she do? What does little *e* say when he stands at the end of a word? What does he make the other vowel do?"

The teacher should write on the board silent *e* preceded by the dash and the *a*, thus: $a\text{---}e$. Write long *a* beneath, to indicate that the *a* followed by a consonant and the final *e* is always \bar{a} . This formula may be written as the child tells the story of the fairy and her wand.

"The fairy has been working with the letters on this page. Show me the first column in your book. Sound the first two letters together — *ab*. The fairy with her wand adds *e*. What does that make? 'Abe.' Put *b* before it. What have you? 'Babe.' Sound 'babe.' Be sure that *e* keeps still.

"Take the next column. Put short *a* with *k*. What do you have? The fairy adds *e* to it. What do you have? *Ake*. Put *l* before it. What is it? 'Lake.' Would some boy like to be silent *e* and help us in making these words? Keep your finger on your lips, because you must not say anything; you must simply write your letter, *e*, at the ends of the words.

"Now tell me the letters at the head of the next column. I will write them on the board. 'Am.' Come, silent *e*; put your letter down. Class tell me what it makes. What letter shall we put before it? *S*. What word have we? 'Same.'"

Proceed in this way with the other column.

"Find me the word that I call for. 'Made,' 'cape,' 'babe,' 'crate,' 'same,' 'pane.'

"Find me a word beginning with *ch*. I see the name of something good to eat; something else that is good to eat. I see the name of something in the sky. Find me the hurt sound in the word. I see a word that rhymes with 'ship.' Give one that rhymes with 'meek'; one that rhymes with 'best.'

"Find a word where the fairy has left the silent *e*. What does *a* say in the word? Find another; another. Find the word 'pane.' If *a* wore a cap, which cap would it wear in this word?

"Who can read the line at the bottom of the page? What words has the fairy touched? Find them for me."

The words "a spade" should be read together, without accenting *a*. The article *a* is always naturally sounded with a lessening of stress, making the indistinct *a* (not marked here).

III. PHONIC DICTATION.

rat	mad	hat	slat
rate	made	hate	slate

IV. SEAT WORK.

Copy from the board the words "pan," "fat," "rat," "mat," "man," "mad." Children copy each word, then change each by the addition of silent *e*. Have children mark the vowels.

The lesson should be written in two columns of words.

V. GAME.

Play the Fairy Game, building words found upon page 58.

PAGE 59

I. AIM OF THE LESSON.

Drill upon *ā* with final silent *e* by means of the rhyme, "My dame had a lame, tame crane," which some child may know already. It will add zest to the lesson if the children are taught to sing the round, which goes to the following tune.



II. SUGGESTIONS FOR TEACHING.

Treat the rhyme as in the preceding lessons. Talk about the picture. The crane is a big, long-legged bird which loves to feed near the water. His legs must be long, so that he can wade in the water and get food. Observe "gentle Jane," who is giving the message to the "lame, tame crane." Explain "dame," for the children will not be familiar with its use. Formerly it was a very common name, and elderly ladies in the days of our great grandmothers were called Dame, as Dame Hubbard, for example.

The article "a" should be treated as in the previous lesson; it should *always* be pronounced in connection with the word following, and not alone.

Encourage the children to make a long list of words containing the phonogram *ame*. Repeat each word slowly and clearly, in singing, as on page 56. This helps to secure good enunciation.

III. PHONIC DICTATION.

My dame had a lame, tame crane.

My dame had a crane that was lame.

IV. SEAT WORK.

1. Copy the last three lines of the rhyme.
2. Draw a picture of the crane.
3. Copy the nine words in the three columns.

V. GAME.

Sing the round. Four children may be chosen to sing it, and afterwards the school may be divided into four parts. If the school is ungraded, let the other children join in singing the round. If the class is the entire school, as will happen in graded schools, let the children sing it all together.

PAGE 60

I. AIM OF THE LESSON.

To present the long sound of *i*.

II. SUGGESTIONS FOR TEACHING.

Review the story of the fairy and her magic wand. Ask the children to tell the story. Let them find from the picture what words are changed by the fairy in the present lesson. They will readily discover "pin" and "pine." Most of the children will know the pine tree; many will never have seen it. So it may be talked about until it is familiar. If the region where the children live does not have pine trees, collect pictures containing pines, so that the children will become thoroughly familiar with the illustration.

"Who remembers what *i* stands for? Find the letter on the page. Find the first picture under the fairy. What is it? Sound the word beneath it. You have seen mother use a pin many times. You sometimes use it when you have torn your dress, to pin it together. What does the fairy do to 'pin'? What does she make? Find the picture of the pine tree. Sound the word 'pine.'

"What cap do you think *i* would wear in 'pin'? What cap would it wear in 'pine'? Find on the page other words in which *i* would wear the round cap. I will put them on the board as you tell them to me.

"Now find words in which *i* would wear the flat cap. I will write them on the board for you.

"Now you may sound in turn all the words on the page, beginning with the first column. Good little *e* says nothing at the end of the word, but he helps *i* to tell his name. Find all the words which have silent *e* at the end. Name them for me.

"Show me on the page a letter with the round cap. Show me a letter with the flat cap.

III. PHONIC DICTATION.

pin pine can cane rip ripe tap tape

(Require the diacritical marks.)

IV. SEAT WORK.

1. Copy the first two columns of words from the book.
2. Draw a picture of the pine tree.

V. GAME.

Play the Fairy Game, using words containing *i*.

PAGE 61

I. AIM OF THE LESSON.

1. Drill upon phonograms made by combining *i* with the consonant.
2. Building words by the addition of final *e*.
3. Drill upon *i* and *ī*.

II. SUGGESTIONS FOR TEACHING.

Have some child tell the story of the fairy. Let the children in turn pronounce a group, building the words from the short phonogram: *ip*, *ipe*, "ripe," "tripe," etc. Make them do the work, using all that they know. Tell them as little as possible. After the words on the page are finished, new words may be added. Review *ā*.

Be careful with words like "live." "Live" is also properly pronounced "live." It is not time to emphasize words that are spelled alike and pronounced differently. If the children pronounce this word "live," they may be told that it is right, but

that on this page it is intended to have the flat cap. "Live" is a word in which *i* may wear either cap, according to its meaning.

I live in Ohio.

He saw a live fox.

III. PHONIC DICTATION.

lip	ripe	id	im
sip	wipe	bid	rim
rip	stripe	bide	rime

IV. SEAT WORK.

Word building, using the phonograms *ipe*, *ide*, and *ite*.

V. GAME.

Choose several children to act as silent *e*. Put words upon the board at different places within reach of the children. The words should contain the short vowel and be capable of making words when final *e* is added.

The *e*'s may be fairies, as many as the teacher may choose. At a given word they all fly to the board, and each should attach himself to the word which he has chosen. The class then name the word thus formed. As soon as the word is named, the fairy flies to her seat. This may be repeated again and again with different words.

PAGE 62

I. AIM OF THE LESSON.

Added drill on *i* and *ī* and the phonograms containing *i*.

II. SUGGESTIONS FOR TEACHING.

1. Let the children find the common phonogram.
2. Have them pronounce all the words in the boxes.
3. Let them find in the boxes a word which the teacher selects.

4. Let one child after another write upon the board from dictation the words in one of the boxes, placed just as they are placed in the box.

5. Let children who volunteer write the words in a box from memory.

6. Find on the page words which the teacher selects and pronounces.

7. Find all the words in which *e* helps *i* to tell its name.

8. Find all the words ending in *s*, and name the sound of *s* in each.

This review may be made very useful, both for rapid oral recitation and for seat work. The page may be used at frequent intervals for rapid drill, as indicated. Even the clear reading of each word list will help to secure good enunciation, and make the phonograms more familiar.

III. PHONIC DICTATION.

The words from any two of the boxes upon the page.

IV. SEAT WORK.

Copy from the page all the words containing the given phonogram, as *in*.

V. GAME.

Form all the children in a double line. The teacher stands at the head of the line. All the children in the right-hand column must think of a word having short *i*. The mate of each child, standing in the left column, must pronounce the word with silent *e* added. When the entire column has delivered the words, they may march around the room, singing a marching song. Any pair that fails to pronounce the words may be sent to the rear of the column, and the pairs who have recited correctly may march.

PAGE 63

I. AIM OF THE LESSON.

To present *ō* with final *e*.

II. SUGGESTIONS FOR TEACHING.

The type words "not" and "note" cannot be pictured as were "cap" and "cape." It is difficult to find two words which represent the monosyllable with *ō* made into the monosyllable with *ō* by the addition of silent *e*. There are words innumerable, but few nouns which are available. The teacher will therefore simply extend the principle which has been illustrated with *a* and *i* to *o*, using as type words "not" and "note."

"Here is our fairy again. Let us see what work she will do this morning. Look carefully at all the words on the page. What vowel do you find in every word? What vowel do you think *e* will help this morning?

"You are right. It is *o*. Tell me the first word in the box on the page. What is its vowel? What cap would it wear? Play that you are the fairy with the magic wand. Add *e* to 'not.' Who can tell me what it makes?

"Mary is right. The word is 'note.' What does *e* say? Nothing. What does *o* say? It tells its name.

"Yes, we know already that when silent *e* stands at the end of a word the vowel that goes before tells its name. Let us try again. I will sound another word. 'Rob.' Who will be the fairy? Nell, touch it with your wand, and we will see what the word is. 'Robe.'"

So proceed with "rod" and "hop." Then take the columns of words ending with *ore*, *ose*, *ope*, *ode*, *ole*.

The children should readily apply the earlier knowledge to the new groups of words. Where they hesitate, give additional drill.

An active drill may be secured, first, by calling for words to which the children point, showing the page to the teacher ; second, by sounding words which the children find on the page ; third, by asking for the visualization of the word, so that the child carries the picture of it in mind and is able to place the letters upon the board in order.

III. PHONIC DICTATION.

The words in the first two columns.

IV. SEAT WORK.

1. Copy words in the first two columns at the bottom of the page.
2. Use in sentences "rob," "robe" ; "hop," "hope" ; "not," "note."

V. GAME.

Review *a*, *i*, and *o* with the Fairy Game.

PAGE 64

I. AIM OF THE LESSON.

1. Drill on phonograms containing *o*.
2. Practice in observing the effect of silent *e*.
3. Practice in word building.

II. SUGGESTIONS FOR TEACHING.

"Let us see who is ready to work hard to-day. Here are boxes full of words and boxes full of work. Let us see how much you know and how hard you can work.

"This page has no pictures. The letters are to talk to us.

"What vowel do you see in the first box ? in the next ? in the next ? in all the boxes ? Look in the first box ; what letter stands beside *o* ? What do they say together ? Put *r* before

that; what do they say? Along comes the fairy with her wand. She leaves little *e* at the end of 'rob.' What does it make? Add *s*; what does it say? Sound 'robes,' 'robe,' 'rob,' *ob*. Go down the column and sound every word in the box.

"Notice that *ob* is the *core* of the other words in the box. Where do we find the core of the apple? Let us look again to find the core of these words in the box."

Proceed in this way with each of the boxes. Call attention to the fact that *e* is silent but the vowel preceding it tells its name. Ask the children what cap *o* should wear in the different words. Accustom the children to speaking of the *e* as the little silent letter. Have them find it in the words on the page.

See who can read the two lines at the bottom of the page. All the words except "there's" and "place" can be mastered by the children, unaided. The *o* in "no" may be marked with the flat cap if help is needed. "There's" should be promptly named by the teacher as a sight word, and so should "place," since the soft sound of *c* has not yet been taught.

III. PHONIC DICTATION.

Dictate the words from some of the boxes on page 64, having the children sit with closed eyes as each word is dictated. Then let them volunteer to put upon the board the necessary characters. In some cases a child should write all four of the words or syllables in the boxes.

IV. SEAT WORK.

1. Copy the words in any two of the boxes, writing them very neatly.
2. Choose two words and write them in sentences.

V. GAME.

Children may march in pairs, book in hand. As they pass in front of the teacher's platform they bow, and the child nearest

the teacher says, "I am 'robe.'" The next child gives the word which she has chosen, "I am 'poke.'" The teacher bows and permits them to march on. The next two, as they pass on, bow to the teacher, naming their word as they pass. Each child points to his word on the page as he names it.

PAGE 65

I. AIM OF THE LESSON.

Added drill upon *c*, *k*, and *ck*; practice in words ending in *ble* or in *dle*.

II. SUGGESTIONS FOR TEACHING.

Children will be interested in the attractive picture which illustrates the familiar rhyme. Talk about the picture. Describe Jack and tell his whereabouts, and also show how he is practicing gymnastics in his bedroom. Some one who knows the rhyme is asked to recite it. The children then find the rhyme on the page and recognize each word, either from their understanding of phonics or from the position of the word in the line. After finding the words in the rhyme, have them look for the same word elsewhere.

Ask them to sound the phonograms *ack* and *ick* and then find them in the words below the picture, separating each word into initial sound and phonogram.

The two new and big words in the rhyme are "nimble" and "candle." Do not make the common mistake of assuming that a word is difficult because it is long, and easy because it is short. Children fail most frequently in recognizing and in repeating the short words like "who," "whose," "off," etc., rather than the longer and seemingly more difficult words. Find "nimble" in the rhyme and again in the column below. Do not yet

drill on the last syllable, but simply recognize the words in the two columns through their resemblance to "nimble" and through the mastery of the first syllable. Then write the word "nimble" upon the board and plainly pronounce the last syllable as it is properly pronounced. At this point introduce *ble* as a final syllable. Ask them to note its sound and then read all the words on the page having this final syllable. Treat "candle" just as "nimble" has been treated.

III. PHONIC DICTATION.

Jack, be nimble.

Jack, be quick.

IV. SEAT WORK.

1. Copy the words ending with *ble* or *dle*.
2. Write ten words that rhyme with "Jack."
3. Draw a picture of the candlestick, or, if the children like to attempt it, Jack jumping over the candlestick.

V. GAME.

Play Jack be Nimble. Put something on the floor to represent the candlestick and let the children run across the floor, jumping over the obstacle as they run. After each child has run, the children in their seats repeat the rhyme. If the teacher prefers, they may change the verb forms, saying, "Jack was nimble, Jack was quick, Jack jumped over the candlestick," substituting, of course, the actual name of the child who performed the feat. In all such recitations be sure to have clear enunciation and to avoid the droning pronunciation which is likely to attend concert recitation.

PAGE 66

I. AIM OF THE LESSON.

To present *u* with final silent *e*.

II. SUGGESTIONS FOR TEACHING.

Talk about the pictures.

"Who knows all the pictures on this page? Here is a bear with her little bear. How big and strong the mother is! She is very gentle with her baby bear. Who knows what the little bear is called? Find the word 'cub.' Sound it for me.

"We all know the cube when we see it. Who will find a cube in the room? in the picture? Let us look at the word 'cube.' Now look at the word 'cub.' Who has been at work in making 'cube'? Yes, the fairy with her wand. Take away the *e*. What have you? Put it on. What have you?

"Who knows the pictures below? Every one sees the tub on washing day. Sound the word 'tub.' The bright little fairy with her wand makes something out of the 'tub.' What is it? Yes, it is 'tube.' She touches the tub and it becomes a tube. This is Aunt Nannie's tube of paint, with which she paints her pictures. You can see some of the paint oozing out from the end of the tube. Say the words for me — 'cub,' 'cube'; 'cub,' 'cube.' What is the vowel in 'cub'? in 'cube'? In which word does it say its name? What cap would it wear in 'cube'? What would it wear in 'cub'? What cap in 'tube'? in 'tub'?

"Show me in your book the words 'cub,' 'cube'; 'tub,' 'tube.' Who will be the first to tell the word at the top of the last column? Now who knows what the word below it is? 'Dune.' You do not often hear the word 'dune.' It means a sand hill. Children who live near the sea may sometimes play on these big

sand hills, or dunes. Sound the next word; the next. Put *s* after 'tub.' What have you? Find it. Put *s* after 'tube.' What have you? Find it. There are hard words in the other columns. Let me see who will be the first to find each word. Sound each word. Shut your eyes and see if you can remember just how it looks. Who will put a word on the board?

"Now we will all study the last line. I want you to read it very clearly. Show me the word 'lily.' Show me what the lily says. Why does the lily make us think of things which are clean and pure?"

III. PHONIC DICTATION.

cub	cube	cubes
tub	tube	tubes
dun	dune	dunes

IV. SEAT WORK.

1. Copy the second and third columns from the page.
2. Draw a picture of the tub and the cube.
3. Write words that rhyme with 'tub.'

V. GAME.

Use the lockets upon which the letters are written, or large sheets of paper, each with a large letter stamped or printed upon it. Let four children go to the table and select their lockets or papers which contain the letters, to make a word. They stand in any order that they like, each showing his letter to the class. The children in the class must point out an arrangement by means of which a word could be represented. For example, the children at the table may take "t-u-b-e" but may stand before the class so that it says "b-e-u-t." The class must rearrange the group so that they will stand in the order "t-u-b-e."

PAGE 67

I. AIM OF THE LESSON.

1. Review of the type words containing the long and the short vowels.

2. Recognition of \bar{e} in "mete."

3. Word building.

This lesson provides a chart showing the long and the short vowels and the diacritical marks. It also indicates the silent e .

II. SUGGESTIONS FOR TEACHING.

This chart may well be copied on the board for ready reference. It may be used simply for reference or for rapid review.

Children may be asked to recognize and pronounce the sound of each type word, to tell the use of silent e in words containing the long vowels, to find the long vowels and the short vowels, and to reproduce the chart from memory.

Thus far \bar{e} has not been taught in connection with the other vowels, because there are so few words in which the final e affects this vowel. While innumerable words illustrate the use of final e with the other vowels, the number of familiar monosyllables employing \bar{e} and ending in silent e is very small.

Teach the long e , therefore, in connection with this page. The familiar rule will enable the children to see at once that if the fairy with her wand adds e to "met," it will make "mete."

"This word means 'measure.' Children in earlier days often used the word 'mete' where we use 'measure.' This does not mean the meat which we eat."

In reviewing the table, have the \bar{e} frequently pronounced and recognized. Lead the children to tell you how \acute{e} and \bar{e} should be marked and which cap they are to wear. Then hereafter include the entire list in reciting the long and short vowels.

For oral drill give the key sentences for the short vowels. Copy the type words which begin with the short vowel sounds — “apple,” “egg,” “ink,” “ox,” “umbrella” (page 11). Give the sound of *a* in “apple”; in “can”; in “cane.” Give the sound of *e* in “egg”; in “met”; in “mete.” Give the sound of *i* in “ink”; in “pin”; in “pine.” Give the sound of *o* in “ox”; in “not”; in “note.” Give the sound of *u* in “umbrella”; in “cub”; in “cube.”

Find in the chart on page 67 the little letter that says nothing. What work does it do?

Write the vowels on the board, marking one group with the breve, the other group with the macron. Point to the letters in rapid succession, asking the children to name words containing the sound indicated.

III. PHONIC DICTATION.

can	pan	cane	pane	met	mete	pet	Pete
pin	thin	pine	fine	not	note	rot	rote
cub	tub	cube	tube				

IV. SEAT WORK.

Copy the chart on page 67.

V. GAME.

Dance of the Vowels. Five children represent the vowels with the short sound, five children the vowels with the long sound. They stand in two rows, facing each other. *Ā* bows to *ā*, saying, “Good morning; I am short *a*.” *Ā* bows to *ā*, replying, “Good morning; I am long *a*.” The two then shake hands. *E*, *i*, *o*, and *u* perform in the same manner. Then *ā* takes hold of hands with *ā*, and the pair skip about the room, followed in turn by the *e*’s, the *i*’s, the *o*’s, and the *u*’s.

This dance may be repeated by other groups of children.

PAGE 68

I. AIM OF THE LESSON.

Review of familiar words and the introduction of new un-phonetic words by means of the rhyme and word lists.

II. SUGGESTIONS FOR TEACHING.

The children will be readily interested in the small boy with his pony. He has come to the blacksmith to get the pony's shoe set. The wheels beside the door indicate the blacksmith shop. The blacksmith holds his hammer in his hand and smiles very kindly at the eager boy. The blacksmith is evidently named John Smith.

The horseshoe will not be a familiar thing to all children, particularly to city children, and the phrase "set a shoe" will need explanation. If the children are wholly unfamiliar with horses, as they may be in the city, be very sure that the fact is made interesting and plain.

The phrase, "Yes, sir, he is" is also unfamiliar and should be read by the teacher with a strong emphasis which will fix it in the minds of the children. The words can be easily deciphered. This is true of nearly all the words in the rhyme except "shoe." "Indeed" is easy when separated into its two syllables; "here" is no longer a sight word; "nail" is at this stage a sight word; "there" is a sight word, introduced on page 64 in "there's."

Deal with the rhyme as in former lessons, by having different children stand in the floor and read it with vigor and emphasis.

Have every child pronounce clearly one of the columns of words at the bottom of the page. Then have each word used in a sentence.

III. PHONIC DICTATION.

John Smith is a blacksmith. He can set a shoe.

IV. SEAT WORK.

1. Copy the last eight words on the page.
2. Draw a picture of a pony.

V. GAME.

Play blacksmith shop. Let the blacksmith stand at the door of the hall or entry. Some boy is chosen to lead his pony (another boy) up to the blacksmith to have his shoe set. If it is in the country, the children will know how to go through the rest of the performance. In the city the teacher may need to instruct them in the art of shoeing a horse. When the horse has been shod, the boy pays the blacksmith and gallops away with his pony. Several boys and girls may afterwards drive their ponies about the room.

PAGE 69

I. AIM OF THE LESSON.

Drill upon words, new and old, presented in the rhyme.

II. SUGGESTIONS FOR TEACHING.

Teach as in preceding rhymes. Pass lightly over "Banbury," "fingers," "music," "wherever"; emphasize "she," "shall," "have," "her," "goes," "to," "on," and "see," for these are words frequently repeated. "Toes" and "goes" should be taught as sight words at present. They may be analyzed later, after the lesson on *oe*. "White," "fine," and "shine" illustrate the previous lessons. "Bell," "bells," "cross," and "rings" may be used in word building.

III. PHONIC DICTATION.

in	fin	ine	fine	line	shine
it	sit	ite	white	bite	whine

IV. SEAT WORK.

1. Copy the two lines of words at the bottom of the page.
2. Make five words to rhyme with "bell"; three to rhyme with "fine."

V. GAME.

Let the boys play Ride a Cock Horse to Banbury Cross with a long stick, while the girls drive, with reins or string, one of their playmates, singing the rhyme.

PAGE 70

I. AIM OF THE LESSON.

Drill upon *ee* and phonograms containing *ee*.

Review words ending in *e*.

II. SUGGESTIONS FOR TEACHING.

Review the story of the mice in the trap, that came to get the cheese. Have the children make the sound that the mice made.

Let them find the eel, find and sound its name, then pronounce, analyze, and write from memory, one at a time, the words in the first four columns.

Recognize these and similar words in the lower columns, when a second syllable is added. Use the words in sentences. Suggest other words which contain *ee*.

Review carefully "he," "be," "we," "me," "she," and have children note that they contain the long sound of the vowel — that *e* might wear the flat cap. Let them see also that *ee* has the same sound as *ē*. (This will not be true of *oo*; *i* and *u* are never doubled, and *a* very rarely, as in "baa" — "Baa, baa, black sheep.") Remind them, or get them to remember, that *ll* has the same sound as *l*; *ss* as *s*; *ff* as *f*, etc. If the drill upon sounds is readily completed and the children are familiar with

them, write upon the board other words containing the doubled letter, as "muff," "cross," "dipping," etc.; *ee* may be included in the same list.

III. PHONIC DICTATION.

Words selected from the last column or simple sentences containing "sheep," "weep," or "creep."

IV. SEAT WORK.

1. Draw the mice in the trap.
2. Draw the eel. Write words containing *eel* and use them in sentences.

V. GAME.

Play Mice in a Trap. A circle of children may represent the cage or trap. Have an opening in the circle. On the ground within put something that the mouse wants. It may be a piece of bread from somebody's lunch box. Some small boy is chosen to be the mouse.

The mouse goes creeping, creeping, creeping, but when once in the trap, with a "snap," which the children say together at a given signal, the circle closes and the mouse is found within. Several mice may be chosen. After they are caught in the trap, they run around in the circle, trying to get out and saying, *Ee, ee, ee, ee, ee, ee, ee!*

PAGE 71

I. AIM OF THE LESSON.

1. Drill upon *ee* by means of the rhyme and words selected from the rhyme.
2. Added drill upon *oi* and the phonograms *ad* and *um*.
3. Drill upon words which rhyme with others selected from the lines.

II. SUGGESTIONS FOR TEACHING.

The rhyme "Tweedle dum and Tweedle dee" gives an opportunity for the review of the *ee* sound. Talk about the picture. Tell its story.

"Here are two little twin brothers whose names are in the rhyme. They are evidently in trouble. Let us read the rhyme and see what the matter is. Who can find the name of one brother? Who can find the name of the other?"

"There is a big word at the beginning of the next line. I will tell it to you. This means 'made up their minds,' or 'determined.' Who knows the last word in the rhyme? [Write it upon the board.] Who can read the next line? Look at the last word in the last line. If this [pointing to "battle"] is 'battle,' what will this last word be? [Write it upon the board.]

"Who remembers the mice in the trap. Let us turn back to the picture [page 70]. What sound did the little mice make? What letters stand for the sound? Find them in to-day's lesson. Find them in the name 'Tweedle dum'; in 'Tweedle dee.' Which name has more *e*'s? If these *e*'s wore a cap, which would it be, the round cap or the flat cap? Find *ee* in other words on the page. Find the words that rhyme with 'dee.' Pronounce all three of these little words.

"Find words that rhyme with 'had'; with 'dum.' Find 'spoil.' What are the vowels in 'spoil'? What do they say when they stand together?"

"Look at the word under 'spoil' [spoiled]; in this word *e* says nothing. Sound the word as if *e* were left out. What is the last part of the next word? *Ing*. Pronounce the two parts of the word."

"Nice" is a sight word. Soft *c* has not yet been taught but it appeared in "place" (page 64).

III. PHONIC DICTATION.

deep	keep	steep	weep
bee	see	tree	three
had	lad	sad	mad

IV. SEAT WORK.

1. Make with letters from the letter box five words chosen from the page.
2. Draw a tree or a bee, writing the name under the drawing.

V. GAME.

Repeat the game Mice in a Trap.

PAGE 72

I. AIM OF THE LESSON.

1. Drill upon *ie* representing the long sound of *i*.
2. Drill upon *ie* followed by *s*.
3. Drill upon words suggested by the rhyme.

II. SUGGESTIONS FOR TEACHING.

"Here is a picture of two queerly dressed people. Can you guess who they are? Somebody knows. Which one is Simple Simon? How is he dressed? Tell me about his cap; his collar; his clothes. Tell me about the pie man. How does he carry his pies? What has he on his head? What does Simple Simon want? What is he saying? Who can read the rhyme? What does Simple Simon mean when he says, 'Let me taste your ware'? He means the pies which he has to sell.

"Find 'simple,' 'Simon,' 'going,' 'fair,' 'pie man,' 'pie.'

"Sound 'pie.' How many sounds are there in it? How many letters? What is *e* saying? Nothing. Let us write *ie* together. What do they say?

"Hear this word — 'tie.' I will write it upon the board. Who can sound it? What do *i* and *e* say together? What is *e* saying? Nothing. *E* points to *i*, showing that *i* tells his name. *E* is a very helpful little letter. Find the picture of the pie. Find the word 'pie.' What word is under it? Sound 'pies.' What is the last sound? Find a word on the page that rhymes with 'pies'; another; another; another."

Proceed in the same way until all the words are familiar.

III. PHONIC DICTATION.

The pie man sells pies.

I like pies.

IV. SEAT WORK.

1. Copy the words in the lines beginning with "flies" and "dine."
2. Draw a picture of the pie.
3. Copy five words chosen from the page.

V. GAME.

Play Simple Simon. Let the children advise how the parts may be acted and the actors may be dressed.

PAGE 73

I. AIM OF THE LESSON.

Drill upon *ie* representing the long sound of *i*.

II. SUGGESTIONS FOR TEACHING.

Talk about the picture. "The children in the picture are out in the yard making mud pies. You may find the names of the children in the first column. Let us see who they are. What is James doing? What is Jane doing? What is Kate doing? Did you ever make mud pies? How did you bake them?"

What did you put into them? What did you do with them after they were baked?

"See if you can find the word 'pie' on the page. Sound it. Listen and see how many sounds you make — 'p ie.' What does *i* say? What does *e* say? Nothing. We have seen *e* helping *i* in this way before. What does *e* do? [He helps *i* to say its name.] Find 'pie' somewhere else on the page. Find 'pies.' Sound 'pies.' What is the last sound?

"Find on the page all the words having *ie* close together. See if you can pronounce them all. I will put them on the board for you."

After the children have shown that they are familiar with *ie*, drill upon the other phonograms indicated in the lesson.

III. PHONIC DICTATION.

Jane tried to make mud pies.

The pies dried in the sun.

Kate cried when James broke her pies.

IV. SEAT WORK.

1. Put into sentences words on the page containing *ie*.
2. Copy from page 73 all the words containing *ie*.

PAGE 74

I. AIM OF THE LESSON.

Drill upon the sounds of *i*, long *i* being represented in words having the final silent *e* and also in words and syllables ending with *nd*.

This page is introduced as a test page, to see how well the children can work with more difficult words containing the phonograms that have been learned. Many children will find delight in mastering the longer words, like "wicket," "cricket," etc., and

in recalling the *dle* of "fiddle," "middle," "riddle," etc. Should the page prove too heavy for your particular group, take only the words which can be mastered by the entire class, and return to the page again when the book is reviewed.

II. SUGGESTIONS FOR TEACHING.

Drill upon the words in the boxes, as in earlier pages. Draw particular attention to the phonograms containing *i*.

A separate and particular part of the lesson is the introduction of words containing *ind* in which *i* is long. Children have been accustomed to this phonogram with the short sound, as in *wind*. They are now to use the long sound.

The key to the sound will be found in a word familiar to all the children. This may be "find" or "kind." Have the word sounded, separated into its parts, and every letter written on the board. Children will repeat the separate sounds as the teacher points to each letter. Pause upon the *i* and have them repeat the sound, telling you that *i* might wear the flat cap. It has the long sound. Find in the box other words containing *ind*. In each one the *i* has the long sound.

Other boxes on the page contain words of two syllables. Note the suffix *dle*, in which *e* says nothing (as on page 65); note also *et*; *en*; *ing*; and the words made by prefixing a familiar syllable, as "inside," "invite," "inquire."

See how much the children can do for themselves. Praise them when they have mastered a long word.

III. PHONIC DICTATION.

The words in the last box on the page.

IV. SEAT WORK.

Copy the six hardest words on the page.

V. GAME.

Acting words. Four or five children at a time are chosen to act one of the words on the page. A group goes to the front of the room. One of the children named by the teacher is leader and decides what words shall be acted. It may be "blind"; then all the children in the group close their eyes and grope their way about, stumbling now and then against posts or desks. The children in the class guess the word, then sound it, and each one of the actors writes the word on the board.

The next group chooses perhaps "fiddle" or "picking."

This game affords endless pleasure.

PAGE 75

I. AIM OF THE LESSON.

To review *x*, *y*, *z*, *v*, and *w*, recalling words containing these letters and presenting them in new combinations.

II. SUGGESTIONS FOR TEACHING.

The pictures represent the type words for *x*, *y*, and *z*. Review the stories told when the sounds were first taught. Ask for recognition of the type word, the letter, and the sound. Drill upon the words containing each letter. Be sure that the sound is clearly pronounced. In "buzz" and "fuzz" show that the *zz* has the sound of the single *z*. *V* and *w* are provided with pictures suggesting the picture story studied when the sounds were first taught. See if the children can sound all the words beginning with *v* and *w*. Ask them to name others containing the same sound.

Present each consonant both alone and in various combinations. On the page each consonant occurs chiefly as an initial. Let the children give words containing the consonants in other

positions. Have them discover that *x* is found chiefly at the end of the word.

Talk about the pictures or the objects pictured until the children are keenly interested. Make them feel that the trees are blown by the wind, and get the feeling of the *w* sound as if they were seeing the wind blowing. If the class is well advanced, they will be ready to recognize *x* as equivalent to *ks*.

In every lesson try to have children present from their reading lessons words which illustrate the sound they are reviewing.

In teaching *y* recall the scissors grinder with the rhyme,

Here he comes, the same old friend,
With an *ax* to grind and scissors to mend.

Let the children make the scissors grinder's wheel go round. With *z* play that they are buzzing bees.

Divide "vi o let" into syllables and praise the children who succeed in combining the syllables into the word. The word may be written on the board as it is studied, and *o* may be marked.

III. PHONIC DICTATION.

Words ending in *x*.

IV. SEAT WORK.

1. Draw the yard or the trolley car.
2. Copy the words beginning with *v*.
3. Copy the words beginning with *w*.
4. Use in sentences five words from the page.

V. GAMES.

1. The children can play Bees and Garden very easily. Select certain children for bees, others for flowers. The bees tiptoe gently, with flying arms, as they go from flower to flower, saying *z-z-z* very lightly.

2. Or children may play that they are the north wind. In this case they run with their outer garments flying or with a banner flapping, saying *w-w-w-w*, like the wind in the story.

3. Or the children may play Trolley Car.

PAGE 76

I. AIM OF THE LESSON.

1. To present *a* in the combination *är*.
2. To introduce *ight*.

II. SUGGESTIONS FOR TEACHING.

Review the two sounds of the vowels, *a*, *e*, *i*, *o*, *u*. Have children tell you how many sounds each vowel has and name one word containing each sound.

"Now let us open our books to page 76. Let us see what we find in the picture. [Two little children; in the house; looking out of the window; it seems dark outside; they see something in the sky; what is it?]

"How they like to see the bright stars in the sky! Do you think you can find the word 'star' on the page?

"Mary has found the word. Who else will find it? Now I will write it on the board.

"Speak the word very slowly — 's t a r'; 's t a r.' What sound follows the *t* sound? *Ar*. Pronounce these two letters together — *ar*, *ar*.

"Is this like either of the sounds of *a* that we have been using? No, this is another sound that *a* sometimes has when it goes with this letter, *r*.

"*Ä* is a happy sound. We sometimes say it when we laugh. I think *a* makes this happy sound because she likes to have *r* stand beside her.

"The cap that *a* wears when she makes the sound is this one. It has two little roses on it. Perhaps this is her best hat."

Ask several children to place *ä* upon the board, or to write "star," marking the vowel with the new cap.

"Who can read the rhyme? [Treat the rhyme as in preceding rhymes; have many children read it clearly and recite it quickly. Take great pains with the enunciation.]"

Until the next lesson "light" may be treated as a sight word; it will be analyzed in the next lesson. Find the word "star" whenever it occurs in the line. Find from their position other words contained in the rhyme.

Drill upon the phonograms *ar*, *ight*, and *ish*. Then read the rhyme at the bottom of the page. This should be a very attractive lesson for the children.

III. PHONIC DICTATION.

Star light, star bright.

ar bar car far star

IV. SEAT WORK.

1. Copy the first two lines of the rhyme, "Star light." Some children may copy the entire rhyme.
2. Copy the two lines at the bottom of the page.
3. Build from the letter box words ending in *ar*.

V. GAME.

Play Time to go to Bed. Two children are reading at the table. The mother calls, saying, "It is time to go to bed." The children say, "Oh, mother! it is not night yet." The mother replies, "Oh, yes, it is; the stars are out." The children say, "Let me see," and go to the window to see the star. The older one points up to the star, saying, "Oh, yes; there it is," and

both together recite the line, "Star light, star bright." They then say, "Good night, mother," and run off to bed — or play going to sleep at their desks.

This may be played more than once by different groups of children.

PAGE 77

I. AIM OF THE LESSON.

1. To analyze and to drill upon the phonogram *ight*.
2. To present words of two or three syllables containing this phonogram.

II: SUGGESTIONS FOR TEACHING.

This new phonogram is much easier than it seems. Children will enjoy mastering the words containing the two silent letters which are sulky and say nothing. They have met words containing them in the rhyme on page 76.

"Robert and Lucy live on a farm. Robert climbed the apple tree to get Lucy some apples and lost his ball out of his pocket. He did not like to go to bed without finding it. It was almost dark, so the children went back to the house for the lantern, and with the light they went out into the night to find the ball. I am sure that they did find it, aren't you? Lucy carried the light as they went out to the tree. I think Robert took it as he hunted in the tall grass to find his ball.

"Why did they carry the light? Because it was dark at night. Find the word 'light' for me. Find 'night.' See them both on the board. What is the difference between the words? What is alike in them? Let us look. Sound 'night.' Make just two parts — the initial and the rest of the word. Sound 'light' in two parts. What letters make *ight* in these two words? Sound *ight*. Count the sounds in it. Which letters are not talking?

"I call *gh* the sulky letters. They look so big and yet they let little *i* and *t* do all the work. When you write *ight*, you will always know that *g* and *h* make no sound.

"What cap would *i* wear in 'night'? in 'light'? When we see the sulky letters after *i*, what sound will *i* make? Find other words that have *ight* in them?"

Children will readily take this lesson. After they have mastered the first two columns, let them add syllables to the *ight* words. The ability to pronounce words of three syllables should be made much of. This means carrying the three in mind until they have been connected in the word. As soon as the children feel the ability to do this, they will be able to advance rapidly in their reading.

III. PHONIC DICTATION.

Words in the first column.

IV. SEAT WORK.

1. Copy six words ending with *ight*.
2. Copy the three hardest words on the page.
3. Draw a picture of the lantern.
4. Put two hard words from page 77 into sentences.

V. GAME.

Dramatize the story of Robert and Lucy. Let the children in the class repeat,

It is night,
Get the light,

while the children are getting the lantern and hunting for their ball.

A group of chosen children may stand around the edge of the room, repeating at regular intervals, like the swinging of a pendulum, *ight, ight, ight, ight, ight, ight*.

PAGE 78

I. AIM OF THE LESSON.

1. Review of *ä* as in "star."
2. Introduction of *e* as in *ēr*.
3. Use of final *er*, especially in a final syllable.
4. Review of *sh*, especially in words ending in *ing*.

II. SUGGESTIONS FOR TEACHING.

Talk about the picture — the ship named *Star*; the fisherman pulling in his net; the fish in the net.

Review "star" and *ight*. Drill upon the words contained in the second column.

Have the children write on the board "ship" and "fish," drilling for a moment upon the *sh* sound. Write also the familiar words ending with *sh* and add the final syllable *ing*.

Then introduce the new sound of *e* through the word "her," which has already been learned as a sight word. Place "her" upon the board. Have it sounded. Cover the initial and note the remaining sounds.

Lead the children to get the sound of *ē* just as they got the sound of *ä* in "star." (*E* meets *r* and takes hold of hands with her. When with *r* it has a new sound.)

Have the children pronounce for you "her," "hers," "Herbert," "Kermit," "hermit." Write each word on the board and underline the *ēr*.

Write *er*, "her," "herd," "herder," having the children pronounce each word. Show the crooked cap which *e* may wear when standing with *r*.

Find *ēr* in the words in the first column.

Repeat the formula: "A may say *ä*, *ä*, *ä*; E may say *ē*, *ē*, *ē* [it says *ē* when it stands with *r*]."

Introduce this third sound of *e* just as the third sound of *a* was introduced.

Find it in words on the page, some of which are already familiar. Divide these words into their syllables and show *er* as the final syllable. "Other," "mōther," "brothers," "others," will be taught in a group by themselves, with "other" as a sight word. We are not yet ready to analyze words containing this sound of *o*. Children will recognize the variations of "other" as found in the other three words. "Father" may be noted here. It is not inserted at this point, because the first syllable varies from the (*är*) phonogram just taught.

In dealing with "shipping," note the added *p*.

With "starlight," "moonlight," "night time," and "good night," teach the two separate words, then have them pronounced together.

III. PHONIC DICTATION.

I gave her the other book.

See the bright star. It is far off.

IV. SEAT WORK.

Choose four words ending with *er*; four ending with *ar*; two ending with *ing*. Copy them in neat columns on paper.

V. GAME.

Play school and let some of the more advanced children serve as teachers, drilling the class upon the words in the three different columns on page 78.

It may be useful to divide the entire class equally into teachers and pupils, letting each child in turn be the teacher. In that case, a definite task may be assigned, as to find words ending in *ing*, etc., or certain children who are in advance of the others may teach a group of backward children.

PAGE 79

I. AIM OF THE LESSON.

1. Drill upon small words which are often needed in the reading lessons.

2. Review of *er*.

II. SUGGESTIONS FOR TEACHING.

Many of the words are unphonetic and should be taught by sight. The zest and brightness of the lesson depends upon the eagerness and brightness of the teacher. It may be a game to see how many of the words can be discovered by the children without any help from the teacher. Two or three mistakes will not matter if the child finally gets the word. A sentence will help if the word is hard to get.

Such a lesson is sometimes called "Nuts to Crack." The children will have to imagine that they are cracking a nut and getting the meat when they master one of the new words.

One satisfactory way is to let a child name ten words, choosing them and pointing to them as he names them. After this has been done in turn a number of times, drill may be given upon the words which remain and are proving difficult for the children to get by this method. Some of the words may have appeared in previous reading lessons.

Work on this page and continue until every word is mastered by all the class. Expect the children to make the most of their previous knowledge and drill. Be sure that they can use the words correctly in sentences.

III. PHONIC DICTATION.

Do, did, done, does.

Did you do this, Jack?

No, it was done by Jill.

IV. SEAT WORK.

1. Write on the board, or build from the letter box, the words in the box selected by the teacher.
2. Build rhymes for five words chosen from one of the boxes.
3. Use in sentences three words from the page.

V. GAME.

Play Follow the Leader. Every child chooses a word on the page, putting his finger upon the word chosen as he sits in his seat with open book before him. As the teacher calls upon the child he springs to his feet and names the word he has chosen. "I choose 'both.' " The next child named must immediately find and pronounce a word beginning with the same letter; perhaps he says, "I choose 'busy.' "

This exercise will lead to attention and to alertness in changing the attention, for the children are steadily holding in mind their chosen word, but must quickly change to find a word beginning with the letter of the word previously named.

To be effective this game must be played brightly and promptly.

PAGE 80

I. AIM OF THE LESSON.

To show that *ai* often indicates the sound of *ā* (or that *i* sometimes helps *a* to tell its name).

II. SUGGESTIONS FOR TEACHING.

Before opening the book, review the sounds of *a* already learned.

Turn to the page and talk about the picture — the three children staying in the house on the rainy day, looking out of the window and wishing that they might go out to play; notice the little one trying to look over her sister's arm.

"Find the word 'rain.' Find it again. Sound it.

"Let us listen to every sound in the word. Now let us count the letters in the word. How many sounds when we sound it? How many letters? Which letter says nothing? What does *a* say? If *i* does not talk, what does it do? Yes, it helps *a* to tell its name.

"Who remembers any other helping letters? *R* in 'star'; *r* in *er*; *i* in 'rain.'

"Let us say together, '*I* sometimes helps *a* to tell its name.'

"Let us find *ai* again on the page. What do they say together? *A* and *i* together say *ā*. [Ask children to repeat it whenever they find the combination.]"

Drill upon the words given in the columns. Ask the children for words which rhyme with words on the page. ("Vail" is sometimes spelled "veil"; both spellings are correct.)

III. PHONIC DICTATION.

Rain, rain, go away.

Will you go sailing with me?

IV. SEAT WORK.

1. Copy the first two columns of words, drawing circles around the *ai* in each word.

3. Copy six words chosen from the page.

V. GAME.

Let children choose from the page a consonant and a phonogram, thus: The child stands by his seat as soon as he is ready, saying, "I choose *s* and 'ail,' 'sail.'" Another stands, saying, "I choose *l* and 'aid,' 'laid.'" As fast as the children recite their chosen letter and phonogram they pass to the side of the room, forming a line. After the given number — ten, twelve, or fifteen — have thus recited, the line skips around the room, singing,

Rain, rain, go away;

Little children cannot play.

PAGE 81

I. AIM OF THE LESSON.

To present *ay* having the sound of *ā*.

II. SUGGESTIONS FOR TEACHING.

Teach as in preceding lesson.

III. PHONIC DICTATION.

Be gay! be gay!
It is May Day,
And to the woods
We must away!

Before dictating, drill upon "woods" and "away." Note the sound of *s* in "woods." The initial *a* in "away" is indistinct, like the article *a*, and should not be stressed.

IV. SEAT WORK.

1. Copy the six hardest words on the page.
2. Write three sentences or stories. In each story use a word from the page.

V. GAME.

Play Rhymes in this manner: Two children are selected by the class. Each one stands with his open book in hand. The first child is to choose a word; the second child must instantly name a rhyme for the word. Thus, the first child chooses "saying"; the second child says, "The rhyme is 'staying.'"

The words and rhymes may be chosen from any page. If the two children succeed, all the children in the class clap their hands, upon which the two go to their seats and another two are chosen.

Children who cannot play their parts must take a seat at the side of the room until the game is ended.

PAGE 82

I. AIM OF THE LESSON.

1. Review of *qu*.
2. Drill upon words containing *qu*.

II. SUGGESTIONS FOR TEACHING.

"It is a long while since we looked at the picture of the little ducks in the water. Count them. How many are there? Are they all in the water? Where are they going? What do they say as they walk? Find the queen. Find her name. Sound it? What is the first sound? These letters really sound like two other letters together. Let us see if we can listen closely and see what they say.

"Say clearly and slowly and plainly, *kw-kw-kw*."

Let the children make the sound of *k*, then the sound that the ducks make, until they clearly discern the two sounds in *qu*. Tell them that *q* is never written without *u* after it. The letters are like the Siamese twins.

In drilling upon the various phonograms on the page let the children do as much as possible without help from the teacher. After they have pronounced and recognized all the phonograms and words on the page, let them suggest rhymes for the various words.

In teaching "quite" and "quiet," compare carefully. Fix the attention upon the two syllables in "quiet," pausing between the syllables. Have children write upon the board from dictation the two words.

"Quench" may be related to the story of the old woman and her pig. She called, "Water! water! quench fire!"

III. PHONIC DICTATION.

James is quiet now. Kate is quite well to-day. The duck makes a queer sound.

IV. SEAT WORK.

Choose three phonograms from the page and write three words containing each phonogram.

V. GAME.

Ten children make a circle on the floor, taking hold of hands. One child stands in the middle, turning slowly around. All the children say plainly and clearly, *qu-qu-qu*. The child in the middle holds a pointer in his hand and points quickly at some child, who must answer immediately, giving a word beginning with *qu*. The first child who fails goes to his seat, and another from the class takes his place.

This is a good game to use for drill on other initial sounds.

PAGE 83

I. AIM OF THE LESSON.

1. Review of *ai* (*ā*).
2. Drill upon words suggested by the rhyme.

II. SUGGESTIONS FOR TEACHING.

Teach as in preceding lessons. See if all the words in the column can be written by the children when dictated by the teacher. This writing may be done sometimes by retaining the phonogram and changing the initial, sometimes by writing words in columns, so that the continuing phonogram is evident.

Such a test shows whether the children have mastered the phonogram and the sounds of the consonants.

Treat the rhyme as usual. In such rhymes watch always to see how many of the words the children can dig out for themselves. They should be able to read this rhyme independently and to find and sound every word in it, with some help in fixing "would," "'t will" and "'t is."

III. PHONIC DICTATION.

The first two lines of the rhyme.

IV. SEAT WORK.

1. Use in sentences all the words in the second column.
2. Draw a picture of the flower in the rain.

V. GAME.

The three-word game (Manual, page 67).

PAGE 84

I. AIM OF THE LESSON.

To present *ea* having the sound of \bar{e} (or to show that *a* sometimes helps *e* to tell its name).

II. SUGGESTIONS FOR TEACHING.

Before opening the book, review *ai*, in which *i* helps *a* to tell its name; also *ay*, in which *y* performs that service.

Turn to page 84 and begin with the rhyme at the bottom of the page. Recall the first line of the rhyme and see how many children can repeat the four lines. "Porridge" will easily be recognized because of its prodigious size. "Bean" is the first word in the line and will of course be recognized. Nearly all the words in the rhyme are phonetic.

After playing with the rhyme, work with the word "bean." Have children sound it and discover that it has three sounds and that it is spelled with four letters. In this case *a* says nothing, but helps *e* to tell its name. Treat "bean" just as you treated "rain" in the preceding lessons.

Study each column of words, having the children recognize each word, tell the sound of the vowel, and note that *a* says nothing.

Learn to recite, "*E* and *a* together say \bar{e} ; *a* helps *e* to tell its name."

III. PHONIC DICTATION.

Any two of the columns on the page.

IV. SEAT WORK.

1. Copy the rhyme at the bottom of the page.
2. Choose eight words from the page and write them in a neat column. Use two of the words in sentences.

V. GAME.

Repeat the game called Hide and Seek, as on page 80 of the Manual, or play with the hands, in the old fashion, "Bean porridge hot."

PAGE 85

I. AIM OF THE LESSON.

- Drill on unphonetic words by means of the dialogue and the picture.

II. SUGGESTIONS FOR TEACHING.

Talk about the picture. Where are the boys? What are they doing? Observe the mountains, the farmhouse, the fences, the bars, the tall tree, the hoe, the rows of vegetables, and the aëroplane. Let the children guess what it is that they see, and then read the dialogue.

Then play that the words in the lesson are flying birds. As they are named let the children find and sound those which are phonetic.

III. PHONIC DICTATION.

See the great bird flying in the air.

What a queer thing it is.

There it is, by the tall tree.

IV. SEAT WORK.

Copy ten words from the lesson.

V. GAME.

Dramatize the dialogue. The children can read from their books while representing the two characters speaking. Name the boys.

PAGE 86

I. AIM OF THE LESSON.

To teach *oa* having the sound of \bar{o} . (To show that *a* helps *o* to tell its name.)

II. SUGGESTIONS FOR TEACHING.

Before opening the book, review words containing *ai* (\bar{a}), *ea* (\bar{e}), and other combinations in which one letter is silent. Children recite the fact that in these combinations one letter helps the other to tell its name.

Turn to the lesson and have children point out the picture. They will be interested in the story of "The Three Billy Goats Gruff," which may be briefly told. Let them find the word "goats." Place it on the board. Take away *s*, leaving "goat"; take away *g*, leaving "oat"; take away *t*, leaving *oa*. "Goat" is the type word for this group.

By this subtraction the children readily see that *oa* in this word equals \bar{o} . State and have the children recite the formula, "When *o* and *a* stand together, *a* says nothing, but it sometimes helps *o* to tell its name."

Find other words containing *oat*, and proceed as usual with the other phonograms on the page.

Oa is very common, and the children will find in their reading many words containing this combination. Have the children recall similar words from the reading lesson.

Under *oaf* the children will find "loaf," "loafs," and "loaf-ing." Do not let them mistake the verb "loafs" for the noun "loaves." Most of them have heard the word and remember that a lazy person loafs about while others work. "Goad," "goal," "foal," and "roan" will need to be explained. By city children "oat" will be chiefly associated with the oatmeal. In the country no explanation will be needed.

In every lesson the teacher should take pains to see that the words used are not mere sounds, having no meaning.

In the drill ask each child to take a column, rapidly pronouncing the column, giving the phonogram, then giving words made by using different initials with the phonograms. Sound the words and separate them into initial and phonogram, as "loan," "r oan," "g r oan."

III. PHONIC DICTATION.

A load of coal came down the road.

Jack has a brown coat.

Jane has a red cloak.

IV. SEAT WORK.

1. Copy from the page three different phonograms and write three words containing each one.
2. Draw a picture of the three goats.
3. Write two sentences containing the word "goat."

V. GAME.

The three-word game (Manual, page 67) or the rhyming marching game (Manual, page 44).

In either case work with words chosen from page 86, and containing *oa*.

PAGE 87

I. AIM OF THE LESSON.

1. Review of *ō, ō, oe, oa*.
2. Introduction of the phonogram *old*.

II. SUGGESTIONS FOR TEACHING.

This page affords drill upon the sounds of *o* as indicated by the various combinations. Children will be able to pronounce without help most of the words on the page. Short *o* needs to be brought into prominence, for we have been dealing for some time with the long *o*. Let the children find words containing it and suggest rhymes for all the words given.

Oe is next in order. It is presented alone and with final *s*. Refer back to *ie*, and the help which *e* gives *i*. Let the children, from that experience, judge how *e* helps *o*. Have the children close their eyes, see the word which is being studied (that is, picture it clearly in mind), and repeat it on the blackboard without the book. As has been said before, this form of attention and memory drill is very valuable.

Take now the long *o* in words ending with silent *e*. Recall the service which *e* renders and the fact that *o* tells its name. Have the children sound all the words in the second column. Suggest rhymes for them and use them in sentences.

The fourth column presents final *o* or *o* ending a syllable. Show that it is *ō*, and develop the statement that *o* at the end of the word tells its name, or wears its flat cap.

Suggest other words in which this is true, as "tomato," "potato," which the children will enjoy sounding and pronouncing. A sense of power comes with knowing that they have sounded and pronounced a long word.

Old is a phonogram which occurs in a few words. In this phonogram the ordinary rule for pronunciation is varied. A vowel before two consonants is ordinarily short; in this combination it is long.

The rule need not be taught to the children at this stage, but the teacher should remember it and should therefore fix firmly in the children's minds the sound of the phonogram. All the words presented are familiar. All the words in this column can be sounded simply as initial and phonogram.

At the bottom of the page are words to be dug out by the children. Play that they are big nuts which they have to crack and then dig out the kernel. See who will be first to crack them all. Impress the fact that all but one of these words have two syllables. Sound the syllables separately.

III. PHONIC DICTATION.

Words containing the phonogram *old*.

Words containing *oe*.

IV. SEAT WORK.

1. Copy the last column of words at the top of the page.
2. Use in sentences words selected from the page.
3. Find rhymes for six words on the page.

V. GAME.

Build words with children.

Choose two children to stand for *oe*. Have the combination written on the board, placing the macron over the *o*. The child who stands for *o* should have a flat piece of pasteboard for a cap; the child who stands for *e* should put his finger upon his lips. These two children remain standing together while consonants come and go as initials or final letters, to build the words in the *oe* column. The children in their seats sound the words

which are represented. They will of course omit the *e* in sounding the words in the *oe* column, and also the *a* in sounding the words in the *oa* group.

Deal in the same way with *oa* or with any of the other columns on the page. This game is made more striking if the teacher has stenciled or drawn large letters upon pieces of cardboard, so that the children may select the letters and spell the name. If the cardboard is not used, let each child as he comes forward say, "I am *t*; I am *s*," etc. Where final *s* is used, be sure to indicate whether it has the hissing or the buzzing sound.

PAGE 88

I. AIM OF THE LESSON.

1. To introduce *ow*.
2. To present words containing *ow*.

II. SUGGESTIONS FOR TEACHING.

The children have been accustomed to *ow* as in "owl." They are now ready to contrast the short *ow* with the long *ow*. In the case of long *ow*, although *w* is present we cannot to advantage use the formula "helps *o* to tell its name," because the first sound of *ow* learned was represented by the same combination, in which *w* had no such use. In a sense, then, words containing *ow* are sight words, for the children must learn, without the aid of any rule, in which words *o* is long and in which words it is short.

To-day's lesson presents words containing *ow*, in which the *o* is long.

"We all remember the wise old owl, who calls in the night -- the big bird with big eyes, who sleeps all day and flies in the night. Who will sound his name? I will put it on the board. Who remembers the story that goes with this sound? The little

girl who was stung by the bee said 'Ow!' and we say 'Ow!' when we are hurt.

"Let us turn to our new page (page 88). Here we have a new lesson. What picture do you see at the top of the page? What boy in the class has a bow and arrow? Jack, what can you do with your bow and arrow? Can you find the word 'bow' on the page? Listen while we say it together—'bow.' Say it very slowly—'b ow'; 'b ow.' Who will tell me how many sounds you find in it? You are right; two sounds. Give me the first sound and I will write the letter on the board—*b* [writing *b*]. What is the next sound? *ō* [writing *ō*]. You may tell me what letters stand for it. You may pronounce it if you can—'b ōw'; 'b ōw.' Tell me what letters stand for the *ō* sound in 'bow.' Find the word 'arrow' on the page. Speak it in two syllables. Pause between the syllables. I will write the word as you sound it. What is the last sound in the word? What letters stand for it?

"What sound does *ow* have in 'owl'? *Ow*. In 'bow'? *ōw*. In 'arrow'? *ōw*. We must remember how *ow* speaks in 'bow' and in 'arrow.' In some words the first sound is long *o*, and *o* would wear the flat cap. In the other words it has no cap to wear.

"What sound does *ow* have in 'owl'? in 'bow'? In 'arrow,' what cap shall I put on? What is the next picture on the page? How many of you have ever seen a rainbow? You know the story of the little boy who walked a long, long way to find the pot of gold at the foot of the rainbow. Do you think he ever found it? Find 'rainbow.' Can any one in the class write that on the board without a book? How many syllables has it? What is the first syllable? the second? John has written the word well. Let us all look at John's word and try to do just as well."

Proceed with all the words containing *ōw*. Have them recognized, sounded, and used in sentences.

Then proceed with the rhymes in the ordinary fashion.

III. PHONIC DICTATION.

Blow, winds, blow!
And go, mills, go!

IV. SEAT WORK.

1. Copy from the page the six hardest words you can find.
2. Draw the bow and arrow.
3. Draw the rainbow.
4. Use in sentences three words from the page.

V. GAME.

Read from "Hiawatha" the lines which tell how he shot the red deer with his bow and arrow. Let the children dramatize the story. One child may be the red deer with antlers, another the famous warrior and marksman. The rest of the children, standing around the room in groups, may be trees.

The red deer is feeding; Hiawatha draws his bow, takes careful aim, and shoots, and the deer leaps and falls.

PAGE 89

I. AIM OF THE LESSON.

1. Practice on initial *s*.
2. Practice in clear enunciation through repetition of the rhyme.

II. SUGGESTIONS FOR TEACHING.

Discuss the attractive picture. Name the little girl. Tell where she is standing. Talk about the sea, and the swan which

is sailing upon it, and the wind which is blowing the little girl's hair. Have children tell what she is singing. The words should be easily recognized by the children. Emphasis should be placed upon the clear speaking of the initial *s* and the careful separation of the words in the lines. Let every child, if possible, read the lines, standing before the class; or the class may be divided into halves, the groups standing on opposite sides of the room. Then let the children read back and forth, making the opposite side hear every word.

The lines may be dramatized, and children may recite them from memory in calling the swan.

III. PHONIC DICTATION.

Four lines of the rhyme.

IV. SEAT WORK.

1. Write from memory the first two lines of the rhyme.
2. Write words that rhyme with "swim" or with "back."

V. GAME.

Play the marching game, having children win their places in the line by naming a word beginning with *s*. As fast as they suggest such a word, speaking it very distinctly, they are allowed to take a place in the line. When ten children have won their places, the line dances around the room, and each child returns to his seat. Then proceed in the same way with the next ten, until all have had an opportunity to join the line.

PAGE 90

I. AIM OF THE LESSON.

1. To present *a* in the phonogram *all*.
2. To present words containing *al* or *all*.
3. Drill upon *at*, *ate*, *ar*.

II. SUGGESTIONS FOR TEACHING.

A new sound of *a* is to be presented. The type word is "wall"; the diacritical mark, the two dots below the *a*.

Talk about the wall. Get children to tell its name. Have the children point to the word, sound it, separate it into initial and phonogram, then find the phonogram in several places on the page and build the words containing it.

In the second group *a* is found in the syllable *al*. Call attention to the omission of the second *l*; then find the syllable *al* in the given words. Drill particularly upon the phonogram *alt* and find it in all the words in which it is presented.

Have rapid drill upon all the words at the bottom of the page. Ask children to name further rhymes for the words given.

III. PHONIC DICTATION.

Jack Hall can throw his ball over the tall tree.

IV. SEAT WORK.

1. Copy the first three rows of words across the page.
2. Use in sentences "call," "ball," and "always."
3. Draw a picture of the wall, writing its name below the picture.

V. GAME.

Play ball. Toss the ball from one child to another. The child who catches it must stand and sound a word containing the sound *a*, then toss it on to another, who does the same before he tosses his ball to the next child, and so on.

This exercise should often be repeated as a game. It will lead to prompt decisions, and readiness to speak the word as soon as it is remembered. When the class is dull or tired try this game, and you will find that the children will become more alert.

PAGE 91

I. AIM OF THE LESSON.

To present *a* in the combinations *aw* and *all*.

II. SUGGESTIONS FOR TEACHING.

Using the type words, review all the sounds of *a* and the various combinations including *a* which have been taught thus far. Then turn to the book. The children recognize the picture of the black crows sitting on the oak. They are evidently making their familiar sound — *caw, caw, caw*. Let the children play that they are crows; let them fly about, light upon a tree, and make the sound. Then find the word in the book, separate it into initial and phonogram, and observe the sound of *aw*. “*A* is a hard-working vowel; it has many sounds, and we find it in a great many words. What letter helps it now? *W*. What does *a* say when *w* stands beside it? *A*. We shall always remember it, because the crows say it for us.”

Drill upon all the words containing *aw*. Then observe the mark, the two dots placed under the *a*. In “star” these dots were placed above the *a*; in “caw” they will be placed below it.

Draw a picture of the ball on the board. Talk about the ball and playing ball. Have children sound the word and determine the sound of *a*. Lead them to see that it is like the *a* in “caw.” We then find *a* in *aw* and in *all*. Drill upon the words containing *all*. Have children sound the words, pronounce them, and use them in sentences.

“In these words, what letters help *a*? What is the sound of *a* when it stands before *w*? When it stands before *l*? [Have the children repeat, “*Aw* says *a*”; “‘*a w*’ is ‘*awl*’”; “‘*a ll* is *all*.”] When *a* plays with *wl*, what does it say? When *a* plays with *ll*, what does it say?”

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III. PHONIC DICTATION.

Ten words chosen from the page.

IV. SEAT WORK.

1. Copy ten words from the page.
2. Draw a picture of the crows.
3. Use in sentences "caw," "saw," "call," "tall," "stall," "crawl."

V. GAME.

Play ball. While two children play on the floor, children in the class in even time repeat the word, "ball," "ball," "ball."

Act the word "bawl." Let some boy run across the room, stub his toe, fall, hurt himself, and bawl loudly.

"Crawl" and "drawl" may also be acted.

PAGE 92

I. AIM OF THE LESSON.

Drill upon *aw* and introduction of other words presented by the rhyme.

II. SUGGESTIONS FOR TEACHING.

Present the rhyme as in preceding lessons. Drill upon the words which are most difficult for the class. Most of the children will read the rhyme without difficulty, except the word "Marjory," which may be pronounced by the teacher or dug out by a bright pupil.

Most children will know the rhyme "Marjory Daw." All have played the game Seesaw, which is well represented here.

Secure clear enunciation in the reading of the rhyme and in the sounds of the words. "Slept" and "wept" are particularly good for practice. "Looking" must be pronounced with the *ng* clearly sounded.

III. PHONIC DICTATION.

The two lines of words given on the page.

IV. SEAT WORK.

1. Write words to rhyme with "sold," "slept," "straw," "bed," and "yet."
2. Put into sentences five words from the page.

V. GAME.

Play Seesaw, if a board can be secured; if not, act rhymes, selecting words which rhyme with some one of the words upon the page — "wept," "slept," "sled," etc. "Draw" and "looking," or "looking-glass," can easily be acted.

PAGE 93

I. AIM OF THE LESSON.

Drill upon "place words," some of which are unphonetic, but all of which are in frequent use.

II. SUGGESTIONS FOR TEACHING.

This lesson takes the form of a game which the children can read and play. As they read, the teacher acts in accordance with the lines. A ball is placed upon the desk where the child can see it. The first three lines are read. "Let us play a new game. Let us guess where the ball is." ("Guess" and "new" are sight words.) The child who is reading asks the two questions, "Where is the ball? Is it in the desk?" Another child, watching the teacher, says "No." The teacher then places it under the desk, and the child who reads asks the second question, "Is it under the desk?" Before it can be answered the teacher removes it. The answering child says "No." The teacher then places it behind the desk, and the child repeats, "Is it behind the desk?"

The teacher removes it, and the answering child says "No." So the game continues until the ball is allowed to remain on the desk, and the child answers "Yes."

Another child may be chosen to do what is directed in the next sentences: "Put the ball near the desk. Put it beneath the desk. Hold it above the desk. Roll it under the desk." The drill should be upon action, illustrating the words "in," "under," "behind," "beside," "on," "near," "beneath," "above," and should be repeated until the children can recognize all the words.

III. PHONIC DICTATION.

Jack sits behind Jill.

Apples grow on trees. I found an apple under the tree.

IV. SEAT WORK.

Draw a picture of a table with an apple behind, beside, under, or on it. Write underneath the picture, "The apple is on the table"; "behind the table"; "beside the table," as the case may be. The word "table" may be written on the board.

V. GAME.

Guess where the ball is. The children close their eyes, and the teacher hides the ball. She has previously written on the board the prepositions in the lesson, "in," "under," "above," etc. The children then guess where the ball is, pointing to the word which names their guess. When they point to the right word, the teacher discloses the ball. If they are wrong, she replies, "No, it is not *in* the desk. No, it is not *under* the desk," etc. After the teacher has thus shown how the game is to be carried on, a child hides the ball while the class remains with closed eyes. Then the child answers as his classmates point to the words, "No, it is not *behind* the desk. No, it is not *under* the desk," etc. "Yes, it is *in* the desk."

PAGE 94

I. AIM OF THE LESSON.

To present *ēr, īr, ōr, ūr*.

These are given together because the sound is alike. They can be well represented by the four growling dogs.

II. SUGGESTIONS FOR TEACHING.

"Look at the picture on the page. How many dogs do you see? I wonder what sound they are making. What does the dog say when he barks for meat? What does he say when he growls at the rat? I think these dogs are chasing a rabbit, and each one is saying *ēr, īr, ōr, ūr*."

As the teacher makes the sound she writes these four combinations upon the board, repeating them in a full, deep tone, to represent the bark of the dogs.

"See if we can find this sound in any of the words on the page that we know."

Children will recognize "her," "bird," "burn," etc., and in each word will discover which letters stand for the sound.

Ask children to go to the board and write down the sounds which the barking dogs make. Let them copy the combinations as given above and below the picture. Show them the cap which is worn by the vowels in these combinations. All but *u* wear caps alike, but *u* wears a cocked hat. The others have a wavy brim. Perhaps *ēr, īr*, and *ōr* are brothers and *ū* is a cousin. The brothers dress alike, but all four talk alike.

Let the children recite, "The barking dog says *er, ir, or, ur*," pointing to the different combinations as they repeat the formula.

Take great pains to secure *attention* to the various combinations. *Nothing but close attention will enable one to remember which combination is used.* Hearing gives simply the fact that the sound

er, or, ir, or ur is in the word. We must depend upon sight and memory to insure the presence of the right vowel in the spelling. In a sense, therefore, these words are sight words. This group presents great difficulty in spelling. Therefore have repeated drill in closing the eyes, seeing the word, and then writing it on the board without the book. Praise warmly when children insert the proper vowel.

Present *er* as a final syllable. Recognize words containing it and ask the children to suggest other words. Tell the children that *er* is the barking sound found oftenest in words, and that it is often found at the end of the word (as on pages 78 and 79).

III. PHONIC DICTATION.

The most familiar words chosen from the page. Include the words having final *er*.

IV. SEAT WORK.

Copy each of the phonograms *er, ir, or, ur* with their diacritical marks. Place beneath each phonogram one or two words containing the phonogram.

V. GAME.

Play Barking Dogs. A boy runs about the room, saying *ēr, ir, ōr, ūr*. Then he stops before the teacher, saying: "I am *ēr*. My letters are *ēr*. You will find me in 'fērn.'" *Īr* barks in the same way, gives his letters, and says he is found in "fir." And so on.

PAGE 95

I. AIM OF THE LESSON.

Drill upon *ār, ēr, ing*.

II. SUGGESTIONS FOR TEACHING.

Recall each sound with its phonogram. Have the children recognize words in which the sound occurs. Pay particular

attention to the syllables in the words containing two syllables. Note the doubling of the final consonant in "clapper," "drummer," "robber," "tripping." Expect clear enunciation with the final *ing* and *ēr*. Teach the children to roll the tongue in pronouncing the *r*, so that *er* shall not be converted into *uh*. Ask also for careful pronunciation of the final syllable *ed* in "carted," "started," and "parted." Do not let it degenerate into *id*.

III. PHONIC DICTATION.

Any one of the groups indicated on the page.

IV. SEAT WORK.

Write pairs of words ending in *er*, as "cart," "carter"; "farm," "farmer"; "clap," "clapper."

V. GAME.

Group in twos, the first child pronouncing a monosyllable, the second adding a final syllable. Then the children who have formed the groups march around the room.

PAGE 96

I. AIM OF THE LESSON.

To review *oo* and give additional practice with phonograms containing *oo*.

II. SUGGESTIONS FOR TEACHING.

"Some of us remember this picture. There is a little one like it at the beginning of the book. What does it make us think of? A cold day in winter. Can you see any signs of cold weather in the picture? Snow on the trees, ice on the pond, the skates, the warm cap over the ears, and, more than that — yes, the little boy and girl are cold. They are putting their hands to their

ears. What are they saying, do you think? What do you say when you are cold? *Ōō, ōō, ōō!*

"Is there any one in the room who knows how to skate? Will you show us how? Jack may skate for us. Put your hands to your ears and make the sound that you make when your ears and fingers are cold. Let us all make it together — *ōō, ōō, ōō.* Let us all shake our fingers as if they were cold. Let us blow them to make them warm. Now let us make the sound — *ōō, ōō, ōō.*

"Find the letters that stand for the sound. Find them again; again; again.

"Put *l* with them. What do they say? *Ool.* Find words having *ool* in them. Sound them for me. Put them into sentences. Who will be first? Shut your eyes and see 'tool.' Who will put it on the board for me? 'Fool'; put it on the board. 'Stool'; take away *s* from 'stool.' What have you? Put *s* at the end of 'tool.' What have you? What sound has *s* in 'tools'?"

"What cap may *oo* wear in 'tool'? 'cool'? 'spool'? It has the long sound."

Proceed in the same way with the phonograms *oot* and *oom*. "Room," "broom," and "soon" are often mispronounced. Give them the long sound.

Treat the rhyme as in the preceding lessons. Talk about the picture. See who can recite the rhyme. Speak of "gander" and "wander," showing that *a* does not have the same sound in both. Teach "wander" as a sight word, but have the children note that the sound of *a* differs from that in "gander."

III. PHONIC DICTATION.

oot	boot	coot	hoot	shoot
goose	loose	moose	mood	food
loop	stoop	coop	scoop	whoop

IV. SEAT WORK.

1. Copy the words below the first picture.
2. Find words to rhyme with "toot"; with "moon"; with "food."

V. GAME.

Play Excursion. An excursion to some delightful place may be planned. Children are to go in the cars and to buy their tickets at the station, which is the teacher's desk. The ticket is one of the words on page 96, which the child must present on a slip of paper. The applicant must sound the word before the ticket will be accepted by the station agent.

The train will be made up of engine (several taller children) and cars (consisting of six children, each with the hands on the shoulders of the one in front). The seventh child may take hold of the belt or skirt of the preceding child, to indicate that a second car is following the first.

Proceed in this way with the various groups. When the train is ready it moves around the room, first slowly, and then rapidly, the engine making the usual *ch- ch* sound.

The teacher may place at different points about the room the names of stations. At "School" the last five children leave the train, at "Goose" the last five, and so on until nothing remains but the engine.

PAGE 97

I. AIM OF THE LESSON.

To review *oo* and to present phonograms containing this vowel.

II. SUGGESTIONS FOR TEACHING.

Who remembers the sound of these twin letters — *oo*? Yes, it is the sound we make when we are cold. Give me a word containing the sound; another; another; another.

"Let us look at our new page this morning. What a pretty picture! Every little girl loves to do what this little girl is doing. Tell me about her. Find everything that you can in the picture.

"May is learning to cook. Find the word. She is reading her directions from a *cook* book. Find the word 'cook.' Sound it. What vowels do you find in 'book'? Twin *o*'s. Listen to these two words — 'cool,' 'cook'; 'cool,' 'cook.' What letters do you find in both of them? Now just listen to the vowel sounds — 'cool,' 'cook.' Are they alike or different? We know how to mark the sound in 'cool.' The *o*'s wear a flat cap together. What cap shall we give them in 'cook'? Yes, the round cap. Give me this sound of *oo*; that sound; this sound; that sound.

"Find the word 'book' beneath the picture. What is its initial sound? Take away the initial sound. What do you have left? Take away the last sound. What is left? Put *t* before it and *k* after it. What do you have?"

Proceed in the same way with the other columns. Present the words having two syllables and read the last line on the page. Note that *e* is elided in "wooden." At present it may be treated as silent. We "slight" it, or "pay no attention" to it, in this word.

III. PHONIC DICTATION.

May likes to cook. She has a cook book. She is looking at her book.

IV. SEAT WORK.

1. Put into sentences six words from page 97.
2. Copy from the reading book five words containing *oo*.

V. GAME.

The three-word game (see Manual, page 67).

PAGE 98

I. AIM OF THE LESSON.

To present final *ȳ*.

II. SUGGESTIONS FOR TEACHING.

Y is a more difficult letter than any heretofore presented, but the children have sufficient knowledge to attack it in the right way.

They have known *y* as a consonant, but *y* partakes of the nature of both consonant and vowel. Any word containing the initial *y* may be so pronounced that it seems like *e*, as "yard," the sound of the *y* approaching that of long *e*. Later this distinction may be taught to the children, but it is not time for that now.

In a word of two or more syllables final *y* has usually the sound of *i*. If the final syllable is accented, however, as in "apply," the vowel becomes long. This will be made apparent in the next lesson. To-day's lesson will be confined to final *y* having the sound of *i*.

Begin the lesson by referring to the type word "lily" or, if you wish, by referring to the picture of the lily among the type pictures on page 12. Ask the children to sound the word "lily." They will readily see that the two syllables sound alike — "li ly." Though sounding alike, they are spelled differently. In the first syllable we find *i*; in the second syllable we find *y*.

In this word, then, *y* does the work of the vowel *i* and has the same sound. It is evident that sometimes *y* steps in and takes the place of *i*.

Have the children discover that *y* in "lily" has the same sound as *i* in "lily"; that it may wear the round cap; that it does the work of a vowel. Then have them also discover

that in all the words in the columns *y* is at the end of the word. Teach them the formula, "Y at the end of a word sometimes takes the place of *i*; its sound is *-y*."

Teach the words in the various columns as usual, emphasizing the fact that each one ends with *ŷ*, its sound being *y*. Note the two *l*'s in "jelly," the two *n*'s in "penny" and "Fanny," and the two *p*'s in "happy." Review the phonogram *ight* and lay stress upon the *qu* in "quick."

Teach the rhyme as usual, having the children find all the words ending in *ŷ*. Note words ending with the phonogram *ide*. Divide the word "silent" into two syllables. See if the children can sound it for themselves.

Explain the apostrophe in the word "o'er." Remind the children of "o'clock." Write the rhyme with "over" and tell the children that lines can be more easily sung if the *v* is taken out. Drill upon the second rhyme and the proper names on the page.

Have children visualize the word — close their eyes, write the word in the air, then write it upon the board without the book. Use this drill very often, to strengthen the power of carrying the word in mind, and so lay the foundation for good spelling. Remember that it is close attention, involving an effort of the will, which causes the child to hold the word in mind and repeat it without the book. Increase this power by frequent drill.

III. PHONIC DICTATION.

The first two lines of the rhyme.

IV. SEAT WORK.

1. Copy all the words beginning with capital letters.
2. Copy six words ending with *ŷ*.
3. Draw a picture of something named on the page.

V. GAME.

Have the children sing "Lightly Row" to the tune below. Play that they are sitting in a boat. Use the arms as if rowing, moving backward and forward, keeping time in the tune, and making the rowing motion. Be careful of the enunciation in singing.



PAGE 99

I. AIM OF THE LESSON.

1. To present final *ȳ*.
2. Drill upon words containing *ȳ*.
3. Rhyme containing both *ȳ* and *ȳ*.

II. SUGGESTIONS FOR TEACHING.

Review *ȳ*. Then turn to page 99. Find the picture of the fly. Sound his name. Talk about the swallows. These birds can fly. Find "fly" on the page. Observe that the word ends in *y* and that it contains no other vowel. Here again *y* steps in to take the place of *i*. In this case it takes the place of long *i* and should wear the flat cap.

"Find long *i* with the flat cap. Find *y* with the flat cap. Find words on the page ending in *y*. Pronounce all that you can."

The words "my," "by," etc., are probably already familiar to the children. In any case they can now be sounded, since the children have the key. The key is this — $\bar{y} = \bar{i}$.

Drill on the other monosyllables ending in y . Then write these three sentences on the board: "Does the baby cry?" "Yes, he cries every day." "He cried just now."

Some of the children will be able to read these sentences. Teach from them that "cries" and "cried" are written with i instead of y . E helps i to tell its name in both these words.

In the same way make sentences containing "try," "fry," and "dry" in the three forms. Repeat the statement that now the i does its own work and e helps it to tell its name. Pay careful attention to these words containing ie , and have them visualized and written from memory. The rhyme happily presents both \bar{y} and \bar{i} . It is a good rhyme to memorize. The children ought to be able to read all the lines.

III. PHONIC DICTATION.

The rhyme, "When shall I be sorry?"

In dictating, remind the children of the capitals and aid them in their writing by placing straight lines upon the board, to show the arrangement of the lines of the rhyme.

IV. SEAT WORK.

Copy the four columns of words beginning with "cry," "try," "fry," "dry."

V. GAME.

Children play that they are swallows and fly around the room.

PAGE 100

I. AIM OF THE LESSON.

To review the long and short sounds of *y*; drill upon *ie*; to present common monosyllables ending with *o* and with *e*.

II. SUGGESTIONS FOR TEACHING.

The children are already familiar with final *y*, both long and short. Page 100 continues the drill upon these sounds. It also recalls the *ie* combination, as well as words ending with silent *e*. A few words ending with long *o* are also presented.

"Here is a page without a picture. That is because we are growing up. Little children like pictures best, but we shall soon be reading books without any pictures, just as our fathers and mothers do.

"You may choose a word upon this page that you know. Turn your pages so that I can see them. Put your finger under the word you have chosen.

"I shall call upon you to speak your word. See how clearly you will pronounce it.

"Mary has found 'fly.' What is the last letter in 'fly'? What is its sound? What cap does it wear? Who has found another word that ends in the same sound? another? another? another?

"John has found another word. Speak it, John, very slowly and clearly. Sound it. John's word is 'baby.' Who will tell me the sound of *y* in this word? Find another word having that sound; another; another.

"Mary's word was 'fly.' Add *ing* to it, Mary. What does it make? Who will find another word ending in *ing*? I see a word that makes me think of Simple Simon. You may find it. Add *s* to it. What do you have? Who can name all the words in that

column? Who can put them on the board for me without his book? George may try, and Kate.

"Find the word 'which' on the page. What is the word under it? the next word in the column? the next? Who can put 'which' into a sentence? That is very hard to do. Rose has done it. 'This is the book which you lost.' That was very well done. Who will find me the hardest word on the page? Show it to me. Pronounce it. Robert thinks it is 'sweetly.' Nellie thinks it is 'crying.' I think it is 'which.' Listen to this sound — *ō, ō, ō*. What letter stands for that sound? Find me a word ending in that letter. Sound the word.

"Find a word on the page with this sound in it — *z, z*. What letter makes that sound? You all have found 'cozy.' There is still another word with that sound. 'Zero.' What is the first letter of 'zero'? What other letter sometimes makes that sound? Find it on the page in 'toes,' 'goes,' 'pies,' 'lies,' 'tries,' 'cries.'"

III. PHONIC DICTATION.

The bird is trying to fly.

The baby is trying to cry.

Kitty is drying her wet fur.

IV. SEAT WORK.

1. Make from the letter boxes "which," "him," "this."
2. Choose three words from the page. Copy them and write beneath each word another word which rhymes with it.

V. GAME.

Let the children play that they are birds flying about the room. As each bird flies past the teacher it pauses to say, "I can fly," sounding "fly" very clearly. The teacher replies, "Let me see you try," sounding "try" just as clearly.

PAGE 101

I. AIM OF THE LESSON.

To present added drill upon the words beginning with *wh*.

II. SUGGESTIONS FOR TEACHING.

"Who will be first to find the pictures on our new page? Name them. See how clearly you will speak the word 'whip'; 'wheel.' I shall ask you to stand beside me and speak them so that I can hear the sound of *wh*. It is hard to make and hard to hear.

"Play that you hold the whip in your hand. Swing it through the air. What sound does it make? *Wh, wh, wh*. Mary may put on the board the letters which stand for this sound. Find them for me in 'which'; in 'white'; in 'while'; in 'whinny.' Now you may sit very quietly. I shall ask you to stand beside me. Find three words on the page and speak them very clearly. I shall be very proud of you if you find hard words.

"John may come. All may listen while John speaks the words which he has chosen. Frank may come, then Kate, and so on. I can see on the page a word in two parts. You may guess what word it is. Sound the word slowly as you tell me. No, it is not 'wheeling.' No, it is not 'whisker.' Yes, it is 'whimper.' [And so on.]

"Who can find the word with three parts? Kate has found it — 'whip-poor-will.' How many of you know the name of the bird that sings in the night? What does it say? Who can read the lines at the bottom of the page? Let us all play that we are talking to the little whip-poor-will as he calls in the dark out in the woods."

III. PHONIC DICTATION.

Why do you wish to whip poor Will?

IV. SEAT WORK.

1. Draw the whip and the wheel, writing their names beneath them.
2. Copy three words of two syllables or two parts.
3. Use in sentences "when" and "which."

V. GAME.

The children sit erect in their seats, elbows out, their hands overlapped, the forearm raised to the level of the shoulders, then move the hands over and under each other in a circle. Play that this is the water wheel as it goes round, round, and round to move the mill wheel. They say as they whirl their hands, "The wheel goes round, and round, and round. The wheel goes round, and round, and round. Turn, wheel; turn, wheel; turn, wheel." Then let them play that they hold a whip in the right hand. "Crack goes the whip [making the motion as they speak the words]. Crack goes the whip. Get up, Dobbin; I must take my corn to the mill." Repeat this two or three times. Then return to the wheel motion and recite the lines that go with it.

PAGE 102

I. AIM OF THE LESSON.

To present new words by means of the lines.

II. SUGGESTIONS FOR TEACHING.

Teach the rhyme as in previous lessons, making each word, whenever possible, stand for a group of words which contain the same phonogram, and which the children suggest.

Here is a good opportunity to review the various phonograms — *awl*, *all*, *ose*, *oes*, *own*, *ack*, *ot*, *ed*, *ing*, etc., especially those which occur at the end of the lines.

III. PHONIC DICTATION.

Two lines of the rhyme.

IV. SEAT WORK.

Find rhymes for six words chosen from the page.

V. GAME.

Play school. Let different children who are selected for teachers question the class on the various stanzas of the rhyme. Every child can ask for words which he selects from his stanza.

PAGE 103

I. AIM OF THE LESSON.

Drill on final *er*, *es*, *ing*.

II. SUGGESTIONS FOR TEACHING.

The children are already more or less familiar with these suffixes. The object of to-day's lesson is to give them added facility in recognizing familiar words when they have become parts or syllables of other words.

First drill the children on the monosyllables found on the page. Then play that each monosyllable is a kite and that the final syllable is a bob which is to be tied to the tail of the kite. They first tie on the *er* bob, then the *ing*, and then the *es*.

If the words given on the page do not suffice for the lesson, children may suggest other words, which the teacher or some child writes on the board.

The monosyllable may be written on the board, and the suffix added. Then the suffix may be erased and the word read again as a monosyllable.

Such drill calls attention to the parts or *syllables* of the words. Use judicious praise for the children who try hard and do well.

III. PHONIC DICTATION.

Six of the pairs of words given on the page, chosen according to the need of the class. If any words have been particularly difficult, choose them for the dictation exercise.

IV. SEAT WORK.

1. Write in sentences five long words chosen from the page.
2. Draw a picture of a kite, adding three bobs to its tail — *er*, *es*, and *ing*. The kite should be named "Pitch."

V. GAME.

Play kite-flying, going through the motions of flying a kite. If the class is in a rural school, the kite may be made by the manual-training class, and real bobs may be attached. The children may then fly the kite at recess. Such play fixes the illustration in mind and helps the children to remember that the suffix is tied to the original word. The teacher will further fix the relation between word and suffix by her frequent references to the kite and the bob.

Children may make the kite in the air with their fingers, or they may draw it on the board. A kite may be rapidly drawn by the teacher, and a monosyllable written upon it. Then different syllables may be added, as bobs tied into the tail of the kite. As the picture is drawn on the board, the teacher might say, "Fly away, kite, high up in the air. Wherever you go, we shall know your name. What is the name of the kite? What does it say with this bob? with this one? with this one?"

Draw several kites, each having a different name. Let the children choose the kite that they will fly.

PAGE 104

I. AIM OF THE LESSON.

1. To review final *ŷ*.
2. To drill upon phonograms presented by the rhyme.
3. To present new words and other words rhyming with them.

II. SUGGESTIONS FOR TEACHING.

Teach as in previous rhymes. Dig out all the words which review difficult items, as doubling the *p* in "whipped." "Dapple" should be taught as a sight word though some children will work out its pronunciation, remembering the suffixes *dle* and *ble* already taught. Try them, but do not waste time if it proves too difficult.

Have the children discover which words contain the short final *y*.

III. PHONIC DICTATION.

Words ending in *ire*; also the column beginning with *wh*.

IV. SEAT WORK.

1. Copy the first two lines of the rhyme.
2. Put into written sentences the first column of words at the bottom of the page.
3. Draw a picture of the pony.

V. GAME.

Play horse. Let four children choose ponies, then drive them around the room. Then choose another four, and so on.

If desired, the ponies may have names that rhyme, or names that begin with a given letter or sound. Any words may be chosen from lists upon which drill is needed.

PAGE 105

I. AIM OF THE LESSON.

Review of phonograms *ay* and *ow*.

II. SUGGESTIONS FOR TEACHING.

Expect the children to recognize, pronounce, and sound nearly all the words without assistance. To insure their understanding of the meaning of the words, ask them to use each word in a sentence. If the words are unfamiliar, explain their meaning and illustrate by a sentence, and then ask the children to do so.

III. PHONIC DICTATION.

Sentences containing *ow*.

IV. SEAT WORK.

1. Build with letters ten words chosen from the page.
2. Write sentences containing "haying" and "playing."

V. GAME.

Rhyming game. Let the pairs which rhyme skip around the room, taking hold of hands.

PAGE 106

I. AIM OF THE LESSON.

1. Review of *ai*.
2. Drill on unphonetic words.

II. SUGGESTIONS FOR TEACHING.

Use the rhyme as usual. Some of the new words may be sounded and discovered without help from the teacher. This may be true of "dillar" and "dollar," in which the word "doll" will be found. "Scholar" may be found by its position. "O'clock" is repeated over and over because it is likely to occur in the reading,

and it offers another drill upon the numbers from one to twelve. The apostrophe can be deciphered and carefully copied. The last part of the word is already familiar. Expect the children to recognize and speak clearly "come," "noon," "soon," "now," "at," "you," "ten," etc. Ask several children to read the rhyme clearly and distinctly. It is a good plan to require them to stand before the class in reading it and to make a person in the back of the room hear all that is said.

Drill as usual upon the sight words at the bottom of the page. All are frequently used in the daily lesson. Use "you," "your," etc., in sentences. "How do you do, John? Is this your hat? No; it is yours. Is this our ball? Yes; it is ours. This is their bat. John says this is his bat. Mary said this was her ball." Ask the children to find on the page words which are used in sentences on the board. "What did the clock say? Is it one o'clock, two o'clock, or three o'clock? Why are you late? Which way did you come? Who made you late? Whose book have you?" Such simple sentences will keep the children eagerly hanging over the page for the words which the teacher has used in the sentences.

III. PHONIC DICTATION.

Come to school with us.

Here are our books.

There are yours.

IV. SEAT WORK.

1. Make a picture of the clock and write underneath it the time that is indicated, thus: "It is five o'clock" or "It is seven o'clock."

2. Copy from the letter boxes the first column on the page.

3. Use in sentences three words from the page.

V. GAME.

Dramatize going to school. Several groups of children are playing in different parts of the room. The bell begins to ring, and all the children except one hurry to get to the door and make their way into the schoolroom. One child stays to pick up his books and to play a little longer with his marbles, and then pretends that he is picking some berries or some flowers. He comes slowly in after all the other children are seated. Then all the children together recite the rhyme.

PAGE 107

I. AIM OF THE LESSON.

1. Review of *ar* and *aw*.
2. Drill upon words containing *ar* and *aw*.
3. Drill upon words containing the phonogram *alk*.

II. SUGGESTIONS FOR TEACHING.

Refer back to the star. Ask the children to repeat the rhyme, "Star light, star bright." Write the word "star" upon the board, subtract the initial consonants, and have children clearly pronounce the *r*. Then turn to the book and find it in other words. Find, pronounce, and sound words called for by the teacher. Use them in sentences.

Proceed in the same way with *aw*.

Teach the phonogram *alk* through the word "talk." Children like to walk to school together; they talk and play on the way to school. Present "talk" on the board; take away the initial. Children sound the phonogram, then the words containing it. Recognize the sound of *a* as like *a* in "ball." Lead them to discover that the *l* says nothing but helps *a* to say *a*. Have the class repeat this statement.

III. PHONIC DICTATION.

I can draw with chalk.

Baby can talk and walk now.

IV. SEAT WORK.

1. Use in sentences "Carl," "sharp," "shawl," "hawk."
2. Draw a picture of something mentioned on the page.

V. GAME.

Let the children wear lockets bearing capital letters, and have them build words containing *a*. As they stand, facing the class, the letters upon their lockets spell the word.

PAGE 108

I. AIM OF THE LESSON.

Review of vowel combinations and phonograms.

II. SUGGESTIONS FOR TEACHING.

Drill according to the need of the class. Recognize the vowel, name the phonogram containing it, and separate the words into initial and phonogram. Suggest other words having the same phonogram. Use the words in sentences. Name rhymes for each word.

III. PHONIC DICTATION.

Hear the boys shout at their play.

Keep away from the crowd.

When you go fishing, bring me a trout.

IV. SEAT WORK.

Use in sentences five hard words chosen from the page.

V. GAME.

Rhyming and marching. A child takes his place in the aisle, saying "I am Ring." Another stands, saying, "I will march with you, for I am Thing." When ten pairs are in line, they may march or skip around the room — or out of doors, if it is a country school.

PAGE 109

I. AIM OF THE LESSON.

Review of the various vowel sounds and drill upon words containing them.

II. SUGGESTIONS FOR TEACHING.

Try to have every child in the class sound the vowels, as indicated by diacritical marks, and pronounce at least one of the columns of words. Rapid, clear, and accurate pronunciation of all the words in a column is an excellent test.

If any group or any word seems particularly difficult, drill upon other similar words.

III. PHONIC DICTATION.

Use in sentences three words which the children choose as being the three hardest words on the page.

IV. SEAT WORK.

Use in sentences five unusual words which appear on page 109.

V. GAME.

A child dances up before the teacher, saying, "My name is short *a*. I wear a round cap." The teacher replies, saying, "Good-morning, short *a*, where shall I find you?" "You will find me in 'pan,'" replies the child, dancing to the side of the room where she stands at the head of the line.

A second child dances up to the teacher, saying, "I am long *a*. I wear a flat cap." The teacher says, "Good-morning, long *a*, where shall I find you?" The child answers, "You may find me in 'game,'" and then dances to her place beside number one.

Continue with the various vowels. After all the sounds have been given, they may be repeated as other children join the line. When the entire class stands in line, they may dance around the room with their hands on their hips and singing to the first five tones of the scale *ā ē ī ō ū*; *ǎ ě ĭ ǒ ŭ*.

PAGES 110-112

I. AIM OF THE LESSON.

Review and drill.

This lesson presents the alphabet, with pictures recalling the type words. It also provides drill upon the words whose initial sound is indicated by each letter.

II. SUGGESTIONS FOR TEACHING.

These pages should summarize and reimpress the type words, the letters, and their sounds. They review the initial sounds and offer new words for study. They should be attacked in the spirit of a game, the children understanding that the teacher hopes they are entirely capable of mastering everything on the pages. Ask the children to volunteer, each child taking a letter, its type word, and the related words in the drill column. Insist upon correct and clear sounds and immediate recognition of the type word and its initial.

III. PHONIC DICTATION.

Words containing consonants upon which least drill has been given, as *v*, *w*, and *x*.

Words of two syllables.

IV. SEAT WORK.

Select a vowel and build ten words containing it. The words may be written or built from the letter box.

V. GAME.

Play the alphabet. The teacher wishes a long line of prancing horses. One horse after another volunteers. The name of the first horse must be something beginning with *a*, the next *b*, etc. After the twenty-six letters have been secured, the horses prance around the room. Certain letters, as *x*, must be final and not initial. The teacher may suggest names when the children have difficulty; all sorts of names can be used.

PAGES 113-114

These pages review the consonants and consonant combinations, suggesting words beginning or ending with these consonants. Drill as in the alphabet review.

PAGE 115

I. AIM OF THE LESSON.

Review of certain familiar words and phonograms, and the presentation of new words containing, for the most part, familiar sounds.

II. SUGGESTIONS FOR TEACHING.

This review gives the opportunity of presenting words through a familiar story. The page may be used in various ways.

1. The story may be told and words from the story found on the page.

2. Words on the page may be put into sentences about the story — as, Red Riding-Hood said, "Let me go to see grandmother. Let me wear my red cape. I will take some cakes to grandmother. She is so kind to me."

3. Words for which the teacher calls may be pronounced, sounded, and written on the board.

4. Rhymes may be found for words selected by the teacher or by the children.

III. PHONIC DICTATION.

Sentences about Red Riding-Hood, containing words from the page.

IV. SEAT WORK.

Written sentences related to the story and containing words on the page.

V. GAME.

Dramatize Red Riding-Hood.

PAGE 116

I. AIM OF THE LESSON.

Drill in word-building by means of the device of the converging lines. Emphasis should be placed upon the common element in the words of the group.

II. SUGGESTIONS FOR TEACHING.

Put on the board one of the groups of words on page 116. Begin with the *ar*, for example, and write this phonogram in a convenient place. Have the children sound it. Then draw the lines indicated on page 116. Ask the children what letter will be placed before *ar* to make the word "car"; "far"; "mar"; "star"; "scar." Draw the lines from the initial letter to the *ar* and then drill rapidly, letting the pointer run from the initial to the common phonogram. See how many children can complete the list of words as rapidly as you can point.

The exercises might begin by writing the list of words, then having each word sounded in full and later separated into its parts.

In dealing with "carter," "farmer," etc., write the entire list of words; then show that the final syllable is alike in all the words.

This form of drill is particularly suitable for blackboard work and may be repeated effectively in connection with other lessons.

III. PHONIC DICTATION.

Jack is a miller and Joe is a farmer.

The pail has lost its bail.

IV. SEAT WORK.

1. Complete in words two of the groups on the page, writing the words in columns, with the initial letter or letters separated from the phonogram.

2. Write three sentences, using in each sentence "upper," "supper," or "dipper."

V. GAME.

Play chariot race. Drive several horses abreast. *Ar* may drive five horses, "car," "far," "mar," "star," and "scar." *Ark* may also drive five horses, "bark," "dark," "hark," "lark," and "mark." The horses may be driven tandem or abreast and may canter around or across the room, as is most convenient. At the end of the drive each horse sounds its name. The driver must be expected to name all of them.

PAGE 117

I. AIM OF THE LESSON.

Drill upon the final syllables *er, es, et, ed, en, el*.

II. SUGGESTIONS FOR TEACHING.

Place on the board "farmer," "fisher," "bucket," "printed," "waxen," and "level." These words should be written in two syllables. Call attention to the final syllable, which is like the bob of the kite with which the children played in a previous case (Manual, page 168).

Have them pronounce clearly and carefully each word, separating it into its two syllables and recognizing and pronouncing first one syllable and then the other.

Then, leaving the suffix on the board, write various words before it, as "jump," "jumper"; "mill," "miller."

Note carefully when the consonant is doubled, as "swim," "swimmer." Put a mark against such words, or a circle about them, and leave them on the board for study and emphasis.

Proceed in this way with the words in the various columns. Then let the children open the books to page 117 and find the suffixes called for in turn by the teacher.

Let them choose pairs of words. One child says, "I choose this pair of words — 'box,' 'boxes.' I have made boxes by adding *es* to 'box.' " Another says, "I choose this pair of words — 'thick,' 'thicket.' I made 'thicket' by adding *et* to 'thick.' " And so on.

III. PHONIC DICTATION.

Have children close their eyes and see the word pronounced by the teacher. Then one child after another writes the word upon the board. The words are to be words of two syllables selected from page 117.

IV. SEAT WORK.

Build from the letter box words ending with the syllables on the page; or draw kites, attaching different syllables as bobs.

V. GAME.

Let the words group in pairs. One boy says, "I am 'farm.' I would like *er* to walk behind me; then I shall be 'farmer.'"
Another says, "I am 'box.' I would like *es* to walk behind me; then I shall be 'boxes.'" In each case the child chooses some one to impersonate the suffix. He puts his hands behind him and so takes hold of hands with the suffix, who follows him in the march around the room. When the line is complete, the children march around the room in pairs. As they pass before the teacher's desk each pair halts, and the children give their names — the first one of the pair says "I am 'farm'"; the next, "I am *er*"; then both say, "Together we make 'farmer.'"
When the consonant is doubled, as in "swim(m)er," have a third child march between, to represent the added letter.

PAGE 118

I. AIM OF THE LESSON.

Review of *er*, *ir*, *or*, *ur*.

II. SUGGESTIONS FOR TEACHING.

Recall the barking dogs. Talk about the picture of the shepherd dog on page 118. Find the four combinations which represent the sound which the dog makes. Recognize them in the type words "her," "bird," "work," and "curl." Find these combinations in other words. Dig out the difficult words, "mur-mur," "squirrels," "Saturday," and "Thursday." Find the names of the three boys pictured on the page. Show which phonogram is found in each name.

III. PHONIC DICTATION.

Sentences containing "Saturday" and "Thursday."

IV. SEAT WORK.

1. Write in sentences four hard words from the page.
2. Draw a picture of the dog and write the barking sounds.

V. GAME.

Select four dogs. Let them bark together, making the sound *er*. See that the *r* is plainly sounded. Teach the children to roll the tongue in making it. Then each dog finds his phonogram on the board — *er*, *ir*, *or*, or *ur* — and puts it into a word before he takes his seat. In this way the entire class may be called in groups of four, and various words reviewed.

PAGE 119

I. AIM OF THE LESSON.

1. Review of the doubled letters.
2. Drill upon the suffixes *ness*, *es*, *er*.

II. SUGGESTIONS FOR TEACHERS.

The words on this page are presented in groups. By means of this drill children should gain added power in recognizing a word in its various forms. These forms are already familiar to most of the children. If they can readily pronounce and reproduce the words, waste no time in added drill. If they hesitate in either pronouncing them or writing them on the board, use other words in similar groups, until each word of the group is readily pronounced. Work for ease and rapidity after accuracy has been secured.

III. PHONIC DICTATION.

Words in the middle column at the bottom of the page, or the proverb.

IV. SEAT WORK.

1. Copy the words ending with *ness*.
2. Use in sentences "sweeter," "fusses," and "tossing."

V. GAME.

Children group in threes, representing groups of words like those given in the first series — "tell," "tells," "telling"; "tag," "tags," "tagging." The groups keep together by taking hold of hands, the first two reaching their hands behind them. As the children march around the room they stop before the teacher and tell their names. The first says, "I am 'tell'"; the second, "I am 'tells'"; the third, "I am 'telling.'" And so on. After this recitation they canter around the room.

PAGE 120

I. AIM OF THE LESSON.

1. Drill upon the phonogram *or*, and the initial *b*.
2. Word building.
3. Practice in pronouncing words of two or three syllables.

II. SUGGESTIONS FOR TEACHING.

Recall the rhyme "Little Boy Blue." Have one child after another recite it distinctly, then turn to page 120 and study the rhyme as it appears there. Find each word as some one slowly repeats the rhyme. Write the lines upon the board and have each word found and pronounced. Treat "meadow" as a sight word.

The important words in the rhyme are "horn" and "corn." The children know short *o* and long *o*, and can easily catch the sound of *or* as presented in these words. No new mark is given, since the short *o* is simply prolonged a bit, before *r*, and only one pronunciation is possible. The very slight difference between short *o* and *o* in "corn" is detected only by the trained ear and

when the words are very clearly and carefully spoken. No additional diacritical mark is therefore needed at this stage of development.

The children have learned to read the rhyme. Now fix their attention on "horn" and "corn." Pronounce each word. Speak the *r* very plainly.

"Let us cover the *h* in 'horn.' What have we? Cover the *n*. What have we? Sound the word in two parts — 'h orn.' Find 'horn' on the page. Jack has it in the first column. Sound it, Jack. Now sound the word beneath 'horn.' The next word, and the next.

"Now let us find the *core*, or the middle part of the word, *or*. Find it in another word; in another. Sound the words in the next column.

"Now try the next column. Name the soldier that leads the column. Yes — *or*. Put *f* before *or*. What have we? 'For.' Add *k*. Add *s*."

Go on until the phonogram *or* is perfectly familiar. Then hunt for it in the rhyme "Little Jack Horner sat in a corner."

Drill upon the words beginning with *b*, for review of the *b* sound and to show the frequent use of the syllable *be*. See how many words can be dug out without help.

Be sure that the sound of *b* is given without the final *uh*, which so persistently creeps in unless the teacher constantly guards against it. Have the sound cut off sharply and surely.

III. PHONIC DICTATION.

Ten words containing *or*.

IV. SEAT WORK.

1. Copy the rhyme "Little Boy Blue."
2. Use in sentences "cord," "corn," "horn," "thorn."

V. GAME.

Make believe blowing bubbles. Children give the bubbles names beginning with *b*. As soon as one has made a bubble and given its name, have him write the name on the board.

If some of the children complete such an exercise before the others, it is sometimes wise to let them begin on their seat work, unless the exercise requires the attention of the whole class.

PAGE 121

I. AIM OF THE LESSON.

To review the sound of *c*, *k*, and *ck*.

II. SUGGESTIONS FOR TEACHING.

Let the children recall the picture story used in teaching *c*, *k*, and *ck* (page 28). Dramatize the story and make the hard sound of *c*. Be careful to have the sound put with the consonant and not with *uh*. Give the sound very softly. Have the children come to the desk and give it. Ask the different children to put upon the board the different characters that stand for the sound.

Talk about the hen. Repeat her cry made after laying an egg. Have the children repeat it and find it on the page. Have them read the lines under the picture.

Drill as usual upon the different groups of words. Have children note that *ck* never comes at the beginning of a word, and that *c* seldom stands at the end of a word.

III. PHONIC DICTATION.

Words ending with the phonograms *ack*, *eck*, *ick*, *ock*, *uck*.

IV. SEAT WORK.

1. Put into sentences five words from the page.
2. Make rhymes for any five words upon the page.
3. Copy six words beginning with *c*.

V. GAME.

Play chicken yard. A number of children may stand in pairs, facing each other, with hands outstretched. The children of each pair take hold of hands, their hands being raised sufficiently to indicate the roof of the chicken coop. Select various chickens and a few hens. The hen frequently calls, "Cut-cut-cut-ker-dar-cut!" The chickens may attempt to repeat the sound, and simply make the initial sound, *k*. Occasionally the chickens are frightened as something falls or some other noise is made, and the chickens of a brood fly to their mother for protection.

PAGE 122

I. AIM OF THE LESSON.

Introduction of unphonetic words, and drill in the form of a reading lesson.

II. SUGGESTIONS FOR TEACHING.

Proceed as in ordinary reading lessons. Discuss the picture. Expect the children to dig out all the words which can be mastered through their previous phonic drill. Name frankly the unphonetic words, "eyes," "breathe," "to-morrow." Make the children eager to work independently — to get the words for themselves — and have pride in those who really struggle to master the new words. After all the words are known, let one child after another read the entire lesson.

Zest will be added to the lesson if, when it is fairly familiar, one of the smaller children is chosen to represent little Jack, who lies down, perhaps covered with a cloak, while the children in turn stand beside him and read the lines on the page. This may be made very attractive by reading as if the child were asleep and should not be waked.

III. PHONIC DICTATION.

Jack is fast asleep.

Good night, little Jack.

Sleep quietly in your white bed.

IV. SEAT WORK.

1. Put in sentences three words from the page.
2. Find rhymes for six words chosen from the page.

V. GAME.

Play the three-word game (Manual, page 67).

PAGE 123

I. AIM OF THE LESSON.

Drill in blending two initial consonants with familiar phonograms.

The children are already familiar with the consonants, which heretofore they have sounded separately. They may now learn to group two together and recognize them as a combination which frequently occurs in words. To-day's lesson affords drill upon initial *gl*, *bl*, and *cl*.

II. SUGGESTIONS FOR TEACHING.

"See these two little girls taking hold of hands and running together. They have been out in the field picking flowers. The wind is blowing. One little girl has flowers in her hair; the other holds them tight in her hand. They are taking hold of hands. Let us name the girls. May and Kate may take hold of hands like these two little girls, and run across the room. John and Robert may do it. Nell and Sue.

"Our lesson shows us two letters that take hold of hands and work or play together. What are the letters in the first box?

G and *l*. Sound *g*; sound *l*. What is the first word in the box? 'Glad.' What are the first two letters in the word? These are the little girls taking hold of hands. Let us find these letters in other words. What sounds will they make whenever we find them? Say them together—*gl, gl, gl*. Now see who can run down the column and pronounce every word perfectly."

Treat the other columns in the same way. Then call for words chosen indiscriminately from the different columns. Children should listen to the word, pronounce it, and place it on the board, separated into initial blend and final phonogram, as "bl ess," "cl ing," "gl obe."

The children will readily get the idea of the blend, and the mastery of the words in the columns should have all the zest of a race. After this let the children pronounce the two initial consonants together when they can be blended. The blend should be given clearly and perfectly. Close attention here will make it possible for the children to recognize words and to reproduce them correctly in spelling. These combinations must be melted into one sound, as *bl, cl*, not *bul, cul*. Be sure that no vowel sound intervenes between the two consonants.

III. PHONIC DICTATION.

Words from the *bl* column.

IV. SEAT WORK.

1. Copy the words beginning with *cl*.
2. Choose five words from the *gl* column and find rhymes for them.
3. Put in sentences five words from the *bl* column.

V. GAME.

Build words in the *cl* column. First let children volunteer to make the final phonogram. Three children will represent *a, n,* and

g, and will arrange themselves in order. Two children are chosen to represent *c* and *l*. They then take hold of hands and dance up to the group, arranging themselves in proper order. Children in the class then sound and pronounce the word. After the final pronunciation the phonogram separates into letters, and the children dance to their seats, while the *cl* remains to perform the same service in the next word. Call the game the Initial Blend.

PAGE 124

I. AIM OF THE LESSON.

Added drill upon the blend.

II. SUGGESTIONS FOR TEACHING.

In teaching the blend containing the *l*, guard against the insertion of the vowel sound between the initial and the *l*. "Plate" should not be "per-late." In making the sound, be sure that the intervening vowel is never inserted. The *r* is just as difficult. It requires careful practice to speak *br* together without the intervening vowel sound. The teacher will find it very helpful to practice these words alone by herself before attempting to teach them to the class. Do not be afraid to use excessive labial gymnastics. Let the children see just how the letters are sounded. This extreme care will not be evident in the end except as it results in very clear enunciation. The stiffness and self-consciousness which comes with the first attempt to speak plainly and clearly will disappear, being supplanted by ease as well as accuracy in pronunciation.

Let the children play that they are driving a pair of horses. The blended consonants will be the pair of horses, and the phonogram which follows will be the carriage. The children may choose the pair which they will drive and name the carriages that they have. If he drives *p* and *l* together, he calls them

pl, pl, pl. His carriages are *ate, ank, uck.* When his horses are harnessed to the carriages, they make "plate" or "plank" or "pluck." The lesson will have all the zest of a game.

III. PHONIC DICTATION.

1. The words in the third box on the page.
2. Grin, gray, green, growl, drifting, dropping, drumming, dressing.

IV. SEAT WORK.

1. Put into sentences "print," "crept," "broth."
2. Draw a picture of something named on page 124.

V. GAME.

Let each child drive four horses abreast across the room and back. His horses may be named "broth," "brush," "broke," "breeze." As he drives past the teacher he stops and names his horses. The other groups of words may be used in the same way.

PAGE 125

I. AIM OF THE LESSON.

Drill upon *oi* and phonograms containing these vowels.

II. SUGGESTIONS FOR TEACHING.

Retell the story of the oyster man and recall the sound of *oi* as represented by *oy* in "oyster" and in "boy." Open the book, direct attention to the oil can, and get the children to pronounce the name and to separate the sounds of the word into vowel and consonant. The combination *oi* having been recognized and pronounced, add the final consonants required in the various phonograms and drill upon the words on the page. The more difficult words, like "quoits" and "moisture," should be defined and

used in sentences. "Void" need not be defined; it is a step toward "avoid," which the children can readily understand. In the third column at the top of the page have the children note where *s* has the *z* sound. In both "noise" and "poise" *e* is silent.

III. PHONIC DICTATION.

soil	soils	soiling
boil	boils	boiling
coil	coils	coiling
spoil	spoils	spoiling

IV. SEAT WORK.

1. Copy the words containing the phonogram *oint*.
2. Use in sentences "boil" and "hoist" (often incorrectly called "hist.")
3. Draw a picture of the oil can.

V. GAME. (As in Manual, page 83.)

Let the oyster man sell his wares on one side of the room, and let the oil man sell oil on the other side. Different girls may go, one at a time, into the middle of the room and approach one of the sellers. If a girl approaches the oil man she asks for oysters. He replies, "I am *oi*. I sell oil. Go to the other man for oysters." If a girl approaches the oyster man she asks for oil. He says, "I am the oyster man—*oy*. Go to the other man for oil." Children then approach and buy their goods at the proper place, and, having received and paid for their oil or oysters, go to their seats.

PAGE 126

I. AIM OF THE LESSON.

Additional drill upon the suffix *ed* as illustrated in the rhyme, "There was a crooked man."

II. SUGGESTIONS FOR TEACHING.

This is intended to be a lesson full of fun and brightness. Everything in the picture, including the man and the window, is crooked — the cane, the hat, the jug, the seat, as well as the cat and the mouse. Children recite the rhyme, find every word, find the parts in the picture, and have a merry lesson. They should suggest other words ending in *ed*, such as "ragged," "hunted," "wanted," etc.

III. PHONIC DICTATION.

The first two lines of the rhyme.

IV. SEAT WORK.

Draw any part of the picture and write two lines of the rhyme beneath it.

V. GAME.

Play the crooked man. He should be accompanied by his crooked cat. His hat may be crooked, and he may carry a crooked stick. He walks a very crooked mile. The cat makes a leap for a crooked mouse, which may be made of paper.

PAGE 127

I. AIM OF THE LESSON.

Drill upon proper names.

II. SUGGESTIONS FOR TEACHING.

"Here is a picture of a good time, and we must have a good time in our lesson — but then, we always do. Who can tell me what he sees in the picture?"

After discussing the picture, find underneath it names of things to be seen in the picture. Then find the names of the

children. Choose a name for each child and find the names on the page. Sound all the names if all the sounds are familiar. Divide "Robert" into syllables and mark the vowels.

III. PHONIC DICTATION.

Sentences containing some of the proper names and relating to the picture.

IV SEAT WORK.

Copy five names that you like best, and then use the names in sentences, telling something about the picture.

V. GAME.

Play picnic. Let the children suggest the manner in which it shall be played.

PAGE 128

I. AIM OF THE LESSON.

Drill upon familiar phonograms suggested by the rhyme and upon sight words as well.

II. SUGGESTIONS FOR TEACHING.

The picture speaks for itself. Here is the well-known king of the nursery rhyme, with his four and twenty blackbirds baked in a pie. Talk about the picture. Let the children find the king and discuss his dress, his crown, and his evident astonishment at the big, fine pie. The page with his tray should also be presented. Note his high collar, his cape hanging from his shoulders, his curious sleeves. The candle lights the king at his dinner.

Let the children volunteer to read the rhyme. Let some of them stand in the floor and read it to the class, or stand at the back of the room and read so that every one else hears. After reading, let them find every word in the rhyme. Make much of

"sixpence" and "pocket." The really hard words are "full," "rye," and "four." These should be taught as sight words, although it is well to question as to the initial sound or final sound. Some children may discover, if the teacher alludes to them, that *y* has the long sound in "rye" and that *e* is silent.

Let the children find in the columns at the bottom of the page the words which occur in the rhyme. Some one who knows the other lines of the rhyme may recite them or find on the page words occurring in the added lines. Words may be suggested to rhyme with those on the page.

See who can read the last line on the page. Try it with "two" instead of "four," with "six" instead of "four," and so on until the children get the notion that the phrase "four and twenty" may at any time stand for "twenty-four."

III. PHONIC DICTATION.

King, sing, hat, that, not, lot, dish, wish, count, amount.

IV. SEAT WORK.

Copy the first two lines of the rhyme.

V. GAME.

Choose twenty-four children to be blackbirds. Let the birds come together in the open spaces on the floor, making a close, round group. The children crouch down and are covered with a shawl or something of the kind. These represent the pie. The king sits on the teacher's platform, covered with an elegant cloak and wearing a paper crown upon his head. The page brings the knife and fork (these may be pointers or plain sticks), and the king proceeds to lift the crust of the pie, when the blackbirds all begin to sing. The king holds up his hands in astonishment, and the birds fly away.

PAGE 129

I. AIM OF THE LESSON.

Added drill upon *tch*, *sh*, *er* and the suffixes *less*, *et*, and *ed*. In the drill note carefully the words in which the final consonant is doubled before taking the suffixes.

II. SUGGESTIONS FOR TEACHING.

The teacher should note that it is much easier to recognize a word than to reproduce it. A certain amount of attention will enable the child to recognize a word; it requires much more to repeat it accurately. Take great pains, therefore, with words over which the children hesitate. Have them so intently observed that they can first be carefully copied and then written from dictation. Drill in visualizing, as in preceding lessons, will prove very helpful here. "Bigger," "miller," "matter," "chatter," "supper," "thinner," and "dinner" will require this type of drill.

III. PHONIC DICTATION.

Dictate six words ending in *er*. Ask the children to use each word in an oral sentence.

IV. SEAT WORK.

Copy from page 129 eight words of two syllables.

V. GAME.

Play matching words. The game may be to provide a rhyme, as "pocket," "locket"; or to add a syllable, as "rush," "rushing"; or to supply two words having the same sound, or beginning with the same sound, as "match," "miller."

PAGE 130

I. AIM OF THE LESSON.

Added drill on the suffixes *er* and *est*, with particular reference to the comparative and superlative. Children will not use these terms, but the drill will enable them to pronounce and name rapidly the familiar adjectives in these forms.

II. SUGGESTIONS FOR TEACHING.

Reach the phonogram *est* by beheading "nest." Then use it in other monosyllables. Afterward teach in groups the adjectives "poor," "poorer," "poorest," etc. Then add *est* to familiar adjectives, as in the last column.

III. PHONIC DICTATION.

Dan is slowest. Jack is quickest. Kate is sweetest. May is brightest.

IV. SEAT WORK.

Make a wall, thus:

Write on each stone a word ending in *est*.

V. GAME.

Building Words. Children choose a word, as "deep," and suggest names of children to represent the letters needed. The teacher chooses two children to represent *e* and *r*. These children come to the front of the room and take hold of hands. Three others are asked to represent *e*, *s*, and *t*. Then the children who stand for "deep" name their letters in order. *E* and *r* at once stand beside *p*; then the children in the class spell "deep er." *E*, *s*, and *t* then take the place of *er*; the children now spell "deepest." And so on.

PAGE 131

I. AIM OF THE LESSON.

Review and drill by means of the rhyme.

II. SUGGESTIONS FOR TEACHING.

The familiar kindergarten rhyme is introduced both for drill on clear pronunciation of the *ing* and for a good time. Take pains to have the children pronounce the *ing* with complete distinctness. This will lead to clear enunciation of the entire sentence.

Ask the children to read the lines. The room must be very, very still, so that every one can hear the little mouse nibbling, nibbling, nibbling. It is also extremely quiet while the old gray cat is described as sleeping, sleeping, sleeping. Then the old gray cat comes creeping, creeping, creeping. The last stanza must be read very rapidly but still very clearly.

Children will lose self-consciousness in reading the story, and will give the utmost attention. The interest can be heightened by having two children act the cat and the mouse while some one reads. Children may all clap hands when the little mouse gets away from the cat.

III. PHONIC DICTATION.

The mouse is nibbling the cheese.

Is the old gray cat sleeping? No; no; no!

She comes creeping, creeping. Run away, little mouse.

IV. SEAT WORK.

1. Draw the cat and the mouse.
2. Copy the first two lines.

V. GAME.

Dramatize the lines.

PAGE 132

I. AIM OF THE LESSON.

Added drill on words of two syllables ending in *er*, *est*, *et*, and *es*.

II. SUGGESTIONS FOR TEACHING.

Treat each word of two syllables in two parts. Note the common ending. Sound the first part, or *syllable*, of the word. Consider the suffix as a phonogram.

Ask children to pronounce the word, separate it into its parts, pronounce each part, then pronounce the entire word.

Select from the reading book similar words. Ask children to divide them into spoken syllables.

III. PHONIC DICTATION.

Words ending in *es*. Call especial attention to *ss* in the first syllable, and to the vowel used. Ask children to pronounce the word before writing it.

IV. SEAT WORK.

Put into written sentences "ticket," "pocket," and "jacket."

V. GAME.

Repeat the game played with the lesson on page 130.

PAGE 133

I. AIM OF THE LESSON.

Drill upon various sounds.

II. SUGGESTIONS FOR TEACHING.

The picture represents a picnic. Have children describe the picture. Lead them to imagine the good time and to suggest things which they see or which would naturally belong to a

picnic. Then dig out the words under the picture, just as the squirrel digs out the nuts which he has hidden for the winter.

III. PHONIC DICTATION.

I like to play under the trees.

I love the flowers and the ferns.

IV. SEAT WORK.

Choose three big words. Copy them and put them into sentences.

V. GAME.

Play that each child is a squirrel. He must dig out his nut, which is a word on the page. The teacher praises the squirrel who digs out the biggest nut or the one which was hidden deepest.

PAGE 134

I. AIM OF THE LESSON.

Final drill upon words with final *s*, *es*, *ing*, *est*.

II. SUGGESTIONS FOR TEACHING.

Proceed as in previous lessons.

Work for very clear enunciation and slow, clear pronunciation, so that every child can be heard distinctly across the room.

III. PHONIC DICTATION.

The words ending in *ing* — third column.

IV. SEAT WORK.

Choose six hard words to copy.

V. GAME.

Play school.

PAGE 135

I. AIM OF THE LESSON.

1. Review of familiar initial blends.
2. New initial blends.
3. Initial blends involving three letters in combination.
4. Final syllables.

II. SUGGESTIONS FOR TEACHING.

This lesson is a summary, a test, and a basis for drill. It can be used in many ways.

Note the initial blend or the final syllable.

Pronounce the word.

Give another word beginning with the blend or ending with the syllable:

bl	en	sk
black	seven	skip
blow	heaven	skunk
blister	happen	skies

III. PHONIC DICTATION.

Let the children choose two hard words to be studied and then used in dictated sentences.

IV. Copy words which have proved difficult.

V. GAME.

Guess words. Children volunteer in this fashion: "I am thinking of a word ending in *n*." Other children guess, "Is it 'seven'?" "No." "Is it 'clean'?" "No." "Is it 'brown'?" "Yes." Then another takes the lead, chooses the word, and is questioned. She may say, "My word begins with *s*," or "My word rhymes with 'ship'." And so on.

PAGE 136

I. AIM OF THE LESSON.

Chiefly fun and merriment.

II. SUGGESTIONS FOR TEACHING.

Some of the children will know the alphabet as indicated in this story. Whenever a letter is made the initial of some word in the story, the actors are of course the letters.

If they are familiar with it, see how much they can get for themselves. Do not attempt to have the unphonetic words sounded. "Divided" is perhaps the most difficult. Some of the others may be attacked if they are separated into syllables. Set the children hunting for the elements in the words which they already know. "Enjoyed," for example, can be mastered if it is presented as "en-joy" and then the *ed* is added, with the statement that *e* does not talk. "Nodded" is not hard if it is separated into its two parts. The silent *e* in "quartered," "opened," "peeped," etc., must be indicated by the teacher.

Let the exercise be brimful of fun. Treat it like a game. See how many children will learn one new word.

III. PHONIC DICTATION.

A was an Apple Pie.

B bit it, C cut it, and T took it.

IV. SEAT WORK.

Draw the apple pie and write beneath it the last line on the page — "What became of the Apple Pie?"

V. GAME.

Play Apple Pie. A pie can be improvised, perhaps using a flat hat or a pan of sand. Let different children select the letter which they wish to impersonate, and then dramatize the story.

PAGE 137

This page gives a summary of the vowel sounds taught in this book, with the diacritical marks used to describe them. It may be used as a reference page, for each sound is accompanied by the type word. It would be useful to present it at various times for drill, having the children suggest other words containing or beginning with the given sound. It is not intended to be used as a separate and special lesson, but to be referred to again and again.

The summary might be studied by the children in this fashion : "The vowels are *a*, *e*, *i*, *o*, and *u*. We have learned four sounds of *a*. In 'can' it says *ă* ; in 'cane,' *ā* ; in 'star,' *ā* ; in 'wall,' *ā*." Continue in the same way with the other vowels. The children may further describe the diacritical mark as the round cap, the flat cap, etc.

PAGE 138

This page presents consonants with the words which have been used as type words. This page will be useful as a review for initial consonant sounds. Children should be required to give the sound and to name the type word and as many other words having the same initial as the teacher may require. This page may frequently be used for seat work, the children drawing the lines and placing the letters as indicated, and writing, instead of the type word, another word having the same initial.

PAGE 139

This page of review presents the alphabet in both capital and small letters. Children should be able to recite these lists from memory, to write the alphabet in order, and to recite the letters in order. The purpose of this lesson is to fix the names of the letters and the order of the alphabet, rather than to drill upon the sounds.

PAGE 141

The lists of phonograms and sight words are presented for the use of the teacher, although she may make use of them for drill after the class has completed the lessons of Book Two. Children who are using the book are not mature enough to make use of a reference list as such, except under specific direction when they are looking perhaps for a single word or sign. To the teacher, however, these lists present summaries of the various phonograms which the children should master. Nearly all the phonograms have been taught in connection with the lessons of the book. Those which are marked by the asterisk have not been thus presented, but they are nevertheless within the power of the children, for the component parts have already been taught. If the teacher desires to test the children by having them pronounce all the words in the list, she may do so. The authors have chosen to connect with the phonogram initial sounds which, together with a phonogram, make a word, rather than to set up the separate phonograms for pronunciation and drill.

The teacher who is face to face with her class will think of a variety of ways in which the list may be made useful. It will at least help her in her reviews and point out to her the page where the child may find the given phonogram.

THE REVIEW OF BOOK TWO

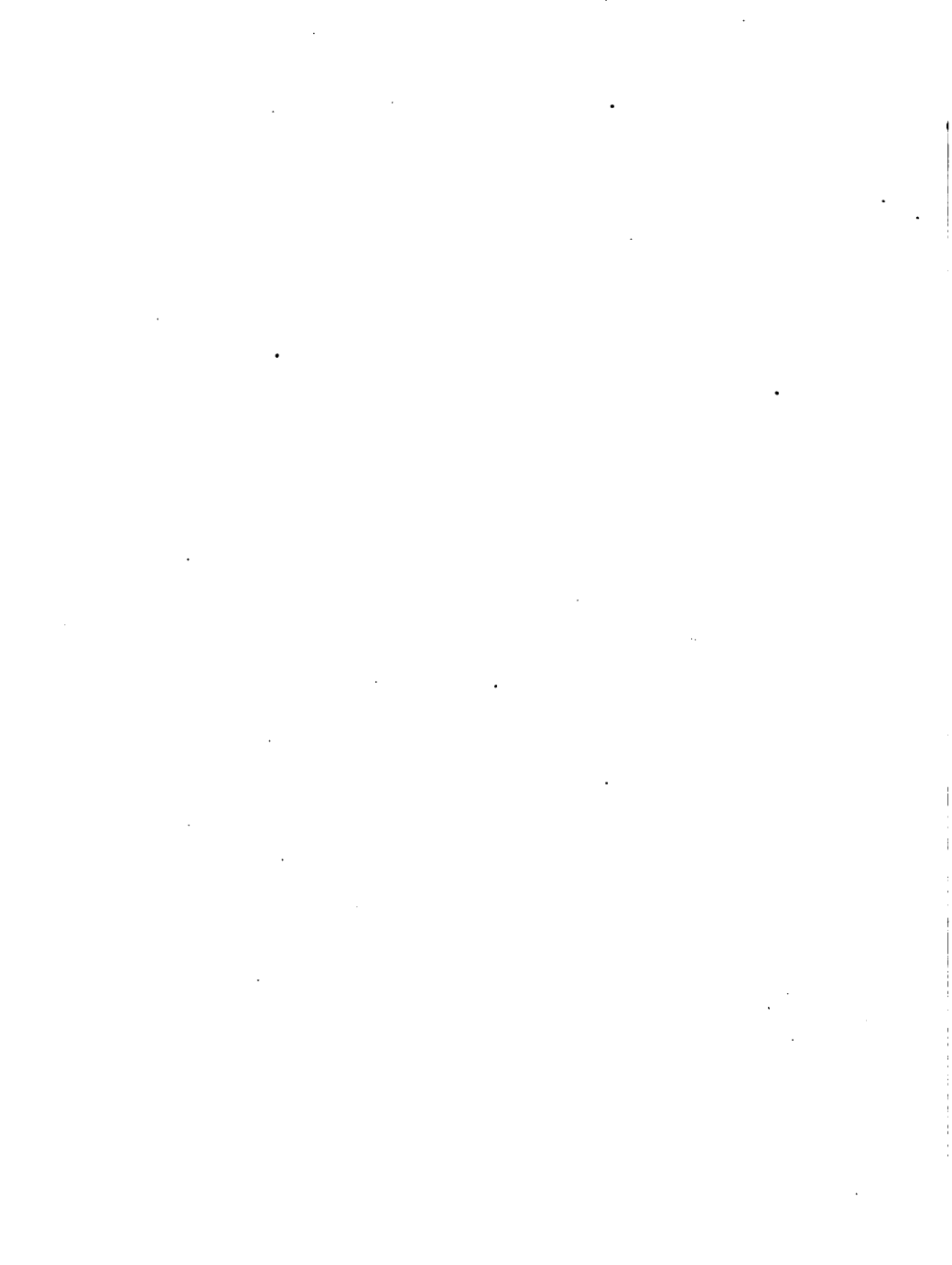
It would probably be true that the children who have once made their way through the book would derive great advantage by repeating the pages more rapidly and with greater independence and initiative. It will be a delight to each child to find that the pages which in the beginning presented some difficulty have now become perfectly easy. Every page can be used in this review in certain ways which were not possible at the beginning. Words which were sight words when first introduced can now be analyzed and separated into their sounds. The study of the children has increased their vocabulary, and they can more easily provide rhymes or lists, thus gathering into larger groups the words which are now recognized as belonging together.

Before leaving the book the children should have added to the alphabet the phonograms which extend and increase their power over words. Every phonogram should in the end be as familiar to the children as the letters of the alphabet. This familiarity should be tested not simply by the ability to pronounce a word, but by the ability to reproduce every word in writing.

In this review the children should be expected to master every word on the page, in some cases so that he can write it or recall the letters in order when the teacher pronounces the word, and in other cases so that he can write from memory without dictation the thing which he has seen on the page. With such use of the book they will be able to analyze and pronounce new words at sight and to remember and register the form of the words in spelling and writing.













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